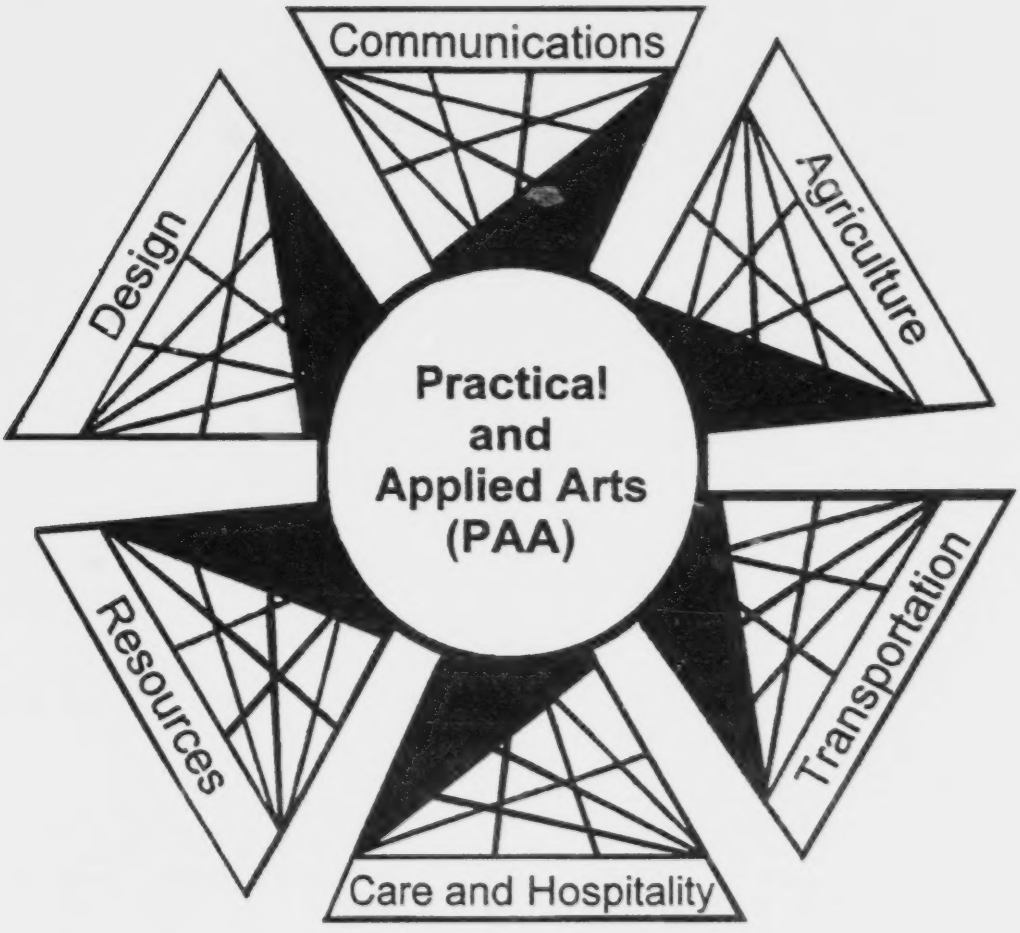
Saskatchewan
Learning

Practical and Applied Arts Handbook



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- the Practical and Applied Arts Program Team;
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Table of Contents

Acknowledgements i

Foreword 1

Introduction 2

What are the Practical and Applied Arts (PAA)? 2
Rationale 6
Aim, Goals and Foundational Objectives 6
Transition-to-Work Dimensions 7

The Blueprint for Life/Work Design 13

Program Considerations 14

Policy 14
The Courses 14
The Modules 15
Apportioning Emphasis of a Module within a Course 16
Managing A Practical and Applied Arts Program 16

Inclusion of Core Curriculum Initiatives in PAA 20

Core Curriculum Foundation Documents 20

Practical and Applied Arts Survey Courses 21

Guidelines for Survey Courses 23

Suggested Modules for Survey Courses 27

Extended Study Module 47

Work Study Guidelines 49

References 61

Appendix A: Blueprint 65

Appendix B: Employability Skills 66

Appendix C: Determining an Apprenticeship Route 67

Appendix D: Saskatchewan Labour 70

Occupational Health and Safety 70
Labour Standards 71
Trade Unions 72
Ready for Work Resources 72
Agencies and Legislation Governing Workplace Practices 74
Occupational Health and Safety Regulations 75
Training for New Workers 75
Employment of Young People 76
Workplaces Required to have an Occupational Health and Safety Program 77
Workplaces Required to have a Violence Policy 77

Appendix E: Saskatchewan Labour Force Development Board 78

Appendix F: Sample Template for Survey Course Recordkeeping **79**
Appendix G: Schedule "A" Work-Based Learning Consent Form **80**
Appendix H: Form 6 -- Verification of Trades Letter **81**
Appendix I: PAA Cluster Chart **83**

Foreword

In May 1981, the Minister of Education established a Curriculum and Instruction Review Committee to conduct the first major review of education in Saskatchewan since 1963. The result was the final report *Directions (1984)*, presented to the Minister in December 1983. The report recommended a new set of educational goals (Figure 1) and a renewal of the K-12 program for Saskatchewan schools. Plans for the major curriculum revision were included in *Core Curriculum: Plans for Implementation (1987)*. Recommendations led to the development of four Foundation documents: *Understanding the Common Essential Learnings (1988); Instructional Approaches: A Framework for Professional Practice (1991); Student Evaluation: A Teacher Handbook (1991)*; and, *The Adaptive Dimension in Core Curriculum (1992)*. These documents are key reference points for curriculum development and delivery in Saskatchewan.

Other documents have impacted on the development of the Practical and Applied Arts (PAA) curriculum:

- *K-12 Post-Secondary Articulation Committee Final Report (1990)*
- *High School Review Advisory Committee Final Report (1994)*
- *Policy Directions for Secondary Education in Saskatchewan. Ministers' Response to the High School Review Advisory Committee Final Report (1994)*
- *Transition-to-Work Guidelines (1995) (Interim)*
- *Partnership for Growth (1996)*
- *Actualization of Core Curriculum (1999)*
- *Core Curriculum: Principles, Time Allocation, and Credit Policy (2000)*
- *High School to Apprenticeship: A Link to the Future (2001)*
- *Classroom Curriculum Connections (2002*

In the spring of 1996, the Practical and Applied Arts Reference Committee was established. The process of completing the new Practical and Applied Arts curriculum began using a modified structure (Figure 2). Many people and ideas have influenced the outcomes of this process.

Introduction

What are the Practical and Applied Arts (PAA)?

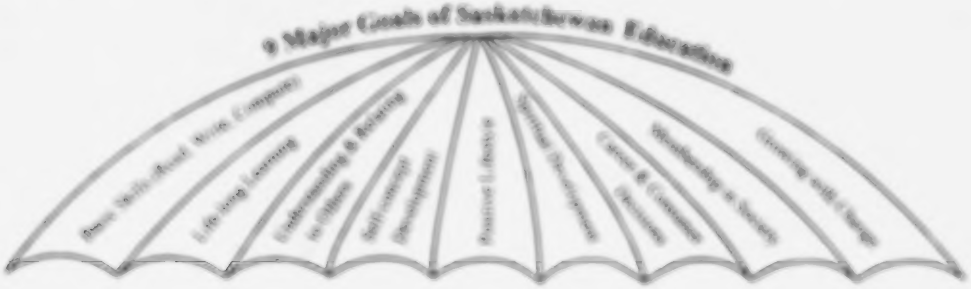
- In ***Technical-Vocational/Comprehensive High Schools Review Committee Report (1987)*** the following definition was recommended:

> "The practical and applied arts should include but not be restricted to the subjects within industrial arts, home economics, business education, and technical-vocational education. They are intended to acquaint students with the day to day aspects of adult life, including employment, family responsibilities, and leisure. These courses are typically delivered in regular classrooms, or shops, but are sometimes delivered best by outside agencies or through the use of community and distance education resources." (p. ix)

The Saskatchewan Teachers' Federation Practical and Applied Arts (PAA) policy does not define what a PAA course is, but does state:

> "Practical and applied arts courses are an essential element of the basic education of all students and must continue to be an integral part of the curriculum in order to ensure that all students obtain a well-rounded education. Practical and applied arts courses compliment academic courses by integrating theory with practice and giving students an opportunity to apply what they learned in a concrete fashion."
> *(STF, Policy Statement on the Practical and Applied Arts, 1995)*

Practical and Applied Arts "Umbrella Analogy"



Students

Adapted from a Science Education Model (1990) and from Business Education: A Curriculum Guide for the Secondary Level: Accounting 10, 20, 30. (Saskatchewan Education, 1992).

Figure 1

The Structure of the Practical and Applied Arts Curriculum

Figure 2

Approaches to Program Delivery

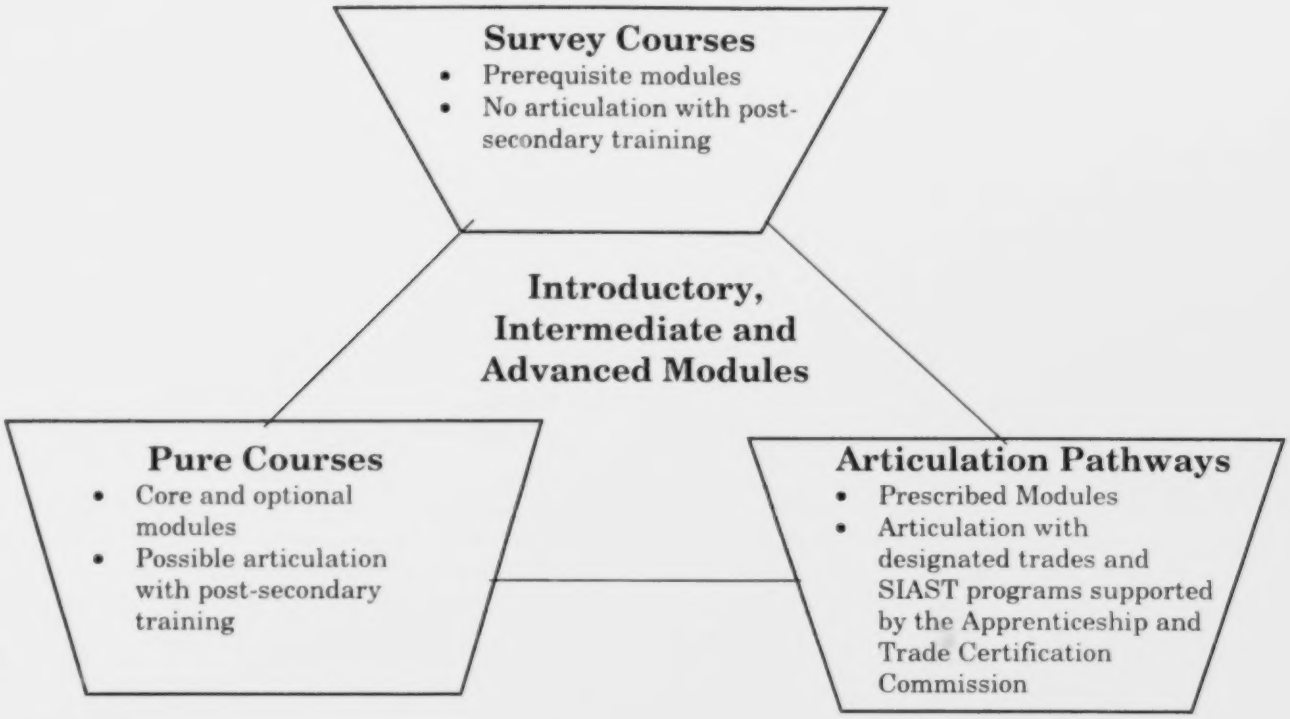

Survey Courses
• Prerequisite modules
• No articulation with post-secondary training
Introductory, Intermediate and Advanced Modules
Pure Courses
• Core and optional modules
• Possible articulation with post-secondary training
Articulation Pathways
• Prescribed Modules
• Articulation with designated trades and SIAST programs supported by the Apprenticeship and Trade Certification Commission

Figure 3

Rationale

The opportunities available to students under the Practical and Applied Arts umbrella are numerous. The courses span everything from basic cooking skills to the latest in multimedia communication. Students and teachers will find a multitude of choices. The choices range from developing personal use skills to gaining entry level employment skills or to pursuing post-secondary education or training. All students have the opportunity to explore and develop career pathways.

Practical and Applied Arts curricula link many new technologies with traditional technologies. Instructional resources support both Middle Level and Secondary Level learning and accommodate a wide range of learning styles. A diversity of approaches greatly enhances the learning potential of students.

Strengthening the interface between secondary education and post-secondary education in the PAA will benefit students. Articulation is the formal process to link secondary and post-secondary programs in a manner that facilitates student progress. Effective articulation results in improved information for educational and career planning, and improved access and preparation for success in post-secondary institutions and programs. Articulation can facilitate recruitment and retention in programs. Articulation can reduce duplication of learning activities and lower costs. Formal articulation agreements may include consideration for entrance as well as transfer credit or advanced standing.

Aim, Goals and Foundational Objectives

Aim

The overall aim of Practical and Applied Arts is to reinforce essential theory and practice, and to apply a variety of skills in context. The goals describe the types of skills. The foundational objectives of each set of curriculum guidelines describe the context(s). The PAA area will provide important learning opportunities for all students to apply technical knowledge and to improve technology, planning, personal, and teamwork skills.

Goals

The Practical and Applied Arts are an integral part of the K-12 program of studies and play a significant role in developing the potential of all students. They contribute to attaining the Goals of Education for Saskatchewan, specifically by:

- enhancing the quality of personal life
- providing a balance of theory and practice
- developing appropriate attitudes for lifelong learning
- incorporating and enhancing the Common Essential Learnings including the acquisition and development of generic and specific entry-level employability skills which include academic skills, personal management skills, and teamwork skills
- supporting career development principles by providing opportunities for career awareness, career exploration and experience, as students begin selecting career pathways

- applying and enhancing knowledge, skills and principles developed through a multi-disciplinary approach to education
- understanding the way technology supports and constrains personal and societal endeavours and how it is shaping culture and society
- providing specialized learnings to assist students to access post-secondary education and training
- enhancing opportunities for the transition from the world of school to the world of work.

Foundational Objectives

The aim and goals of the Practical and Applied Arts area link to a series of statements called Foundational Objectives. Foundational Objectives express the major general outcomes for students who take PAA courses. These statements are reflective of various PAA subject perspectives and include Common Essential Learnings statements. They are stated at the beginning of each of the modules within the PAA courses.

Transition-to-Work Dimensions

The *Ministers' Response to the High School Review* (1994) encourages the design of a program of Secondary Level studies that addresses effective transitions and experiences for students, to move from Middle to Secondary Levels and beyond. The document encourages the inclusion of opportunities for community and career exploration and it recommends enhancing the development of opportunities for apprenticeship.

The Practical and Applied Arts (PAA) provide effective ways of addressing these recommendations as part of a broad and balanced program of studies. The new PAA curriculum expands opportunities for apprenticeship through the revision of existing courses and the introduction of new guidelines in designated trades areas. Formal articulation between the PAA curricula and post-secondary education and training programs is in place. Articulation agreements in the designated trades are supported by the Apprenticeship and Trade Certification Commission in Saskatchewan.

The *Interim K-12 Transition-to-Work Guidelines* (1995) suggest that effective transition-to-work (TTW) programs incorporate three components: 1) a school-based component, 2) a workplace component, and 3) linkage components that connect school-based learning with the workplace component. Several issues are identified in these interim guidelines including teacher/instructor certification/qualification and articulation.

The Transition-to-Work Guidelines provide suggestions for consideration in the development and implementation of quality transition-to-work programs in Saskatchewan schools. The PAA provide excellent opportunities for the development of knowledge, skills, and abilities throughout the Middle and Secondary Levels. A diverse range of modules, having an inherent philosophy of practical application of the content, enhances the possibilities for incorporating transition-to-work concepts into all courses.

Optional work study components may be included at various levels to support career development concepts and TTW program development. The Work Study Guidelines included in this Handbook provide guidance to school division personnel in incorporating work study, as well as enhancing TTW concepts.

The framework for the PAA includes ten TTW dimensions for integration/incorporation in all PAA courses. These dimensions include:

- apprenticeship
- career development
- community project(s), volunteerism
- employability skills
- entrepreneurial skills
- occupational skills
- personal accountability
- processing of information
- teamwork
- work study and exploration

Integration of these dimensions across the PAA curriculum ensures that students enrolled in the PAA will develop and enhance the skills and abilities they need to make effective transitions from school to work and/or to post-secondary education or training as they become contributing members of (adult) society. The dimensions are described below.

Apprenticeship

Apprenticeship in Saskatchewan is defined very precisely and collaboratively by the Apprenticeship and Trade Certification Commission (ATCC), the Trade Advisory Boards that approve the various Levels of the designated trade curriculum, and SIAST or Regional Colleges that deliver the training.

High School to Apprenticeship: A Link to the Future (2001) defines *apprenticeship* as

> "a recognized system of training which combines on-the-job training and technical training . . . . The apprenticeship program has a long history of recognizing high school courses for advanced standing towards apprenticeship training. This document itemizes several programs which link high school education and apprenticeship programs." (p. iv)

The main approach to introductory apprenticeship recognition for Secondary Level students occurs through provincially-articulated technical-vocational Core Curricula, within the Practical and Applied Arts area of study. Each of these guidelines will outline the specific requirements for this route in Appendix A of those curriculum guidelines. Consult the above document and the ATCC for more details about the following: Apprenticeship Work Placement Program (work study/education), Locally Developed Course Recognition, Integrated High School Apprenticeship Program, and the Youth Transition to Work: Industry Sectors Program.

Career Development

A variety of program models for career development have been promoted. Instructional models for career education programs are often designed to follow a career development continuum of awareness, exploration, and experience.

At the **awareness** level, individuals participate in learning experiences that increase their awareness of career education principles, occupational and career path alternatives, and increase their understanding of personal traits, skills, and preferences that influence career decisions. Career awareness activities include job shadows, field trips, spend-a-days, occupational inventories, etc.

During the **exploration** levels, individuals expand awareness to explore options that are available to them and that match life career decisions and goals. They begin to make decisions based on career information that they have gathered and knowledge they have about themselves. Exploration activities include job shadows, spend-a-days, career fairs, career monographs, accessing and analyzing labour market information, self-reflection activities, personal and career inventories, etc. Work study in the Practical and Applied Arts may begin at the exploration level. *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* (2002) (formerly *Work Experience Education*) courses provide work-based learning at the exploration level for most of the students enrolled.

At the **experiential** level, students have made career decisions based on choices available, self-knowledge, and information gathered during awareness and exploration levels. The experiential level is more specialized than the others and may imply occupational skilling or training that provides practice and refinement of skills related to a particular job or occupation. Developmental readiness and maturity are closely linked to the depth of experiential learning in which the individual will be involved. Work study in the PAA may provide students with learnings at the experience level of the career development continuum. Specialized placements in the Career and Work Exploration B30 courses may also provide experiential level learning.

Starting in the Middle Level (grades 6-9) students are required to take a course in Career Guidance every year. During grades 10-12, electives include *Life Transitions 20, 30* and *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* that replaces the *Work Experience Education Guidelines* (1989). As well, each PAA curriculum guide will have a core module on career development. Additional career development ideas will be integrated, as appropriate.

Community Project(s)

Community projects are community-based, locally initiated projects or partnerships that involve school-based youth, as volunteers, working under the guidance of local experts (mentors) to apply their knowledge and skills in a practical setting to build community solutions to community/local needs. Usually a needs inventory is conducted and analyzed by school officials to help determine Practical and Applied Arts programming needs in relation to the community. What are the needs? What resources are available? What sound

partnerships can be established and sustained? What labour market trends are specific to the community? How can school-based youth be involved in the projects and make meaningful contributions that apply their knowledge skills and abilities.

The home, the school, and the community are responsible to ensure a quality for all students education. Creative and innovative community projects can rejuvenate a PAA program. These projects and partnerships may go beyond what has traditionally been done – what has been generally expected and accepted. Project ideas are being integrated into PAA curriculum guidelines. STF special subject councils are promoting project ideas. Community-Based Organizations, volunteer groups and service clubs are also a good source of project ideas.

Employability Skills

The Conference Board of Canada (CBoC, 1992) developed a list of goals and objectives promoting general employability, called The *Employability Skills Profile*. These goals are organized into three categories: academic skills, personal management skills, and, teamwork skills written in the language of business. A companion document from CBoC called *Science Literacy for the World of Work* was released in 1998. The new *Employability Skills 2000+*, published in 2000, combines the two original documents in a more comprehensive single approach.

The *Goals of Education for Saskatchewan* (1984) have been articulated (Figure 1). The means of integrating the goals into curriculum has been provided through the incorporation of the Common Essential Learnings (CELs), a group of six interrelated areas containing understandings, values, skills and processes that are considered important as foundations for learning in all school subjects. *(Understanding the Common Essential Learnings,* 1988.)

As one of the transition-to-work dimensions, employability skills will be connected and extended in the context of the subject area perspectives and through the incorporation of the CELs within the curriculum guidelines. Recommended Best practices in instruction and learning for employability need to be established and shared as the renewed PAA curricula are actualized. *Helping Solve the Employment Puzzle: A Toolbox for Middle and Secondary Levels* was developed in partnership with SIAST Woodland. It includes 23 activities designed to incorporate employability skills into Middle and Secondary Level curricula, especially the PAA. It was distributed to middle and secondary schools in 1998.

Entrepreneurial Skills

As a transition-to-work dimension, entrepreneurial skills represent the knowledge, skills, and abilities that will support the development of a career path of cooperative or self-employment or for the pursuit of a personal venture or project. Key features of the processes associated with being entrepreneurial include innovation, critical thinking, structured planning, and risk assessment. Other related skills and abilities for the development of entrepreneurial skills include: self-confidence and self-reliance; innovation, creativity and versatility; energy and task commitment; a strong sense of personal awareness; willingness to take initiative; and, leadership. (Saskatchewan Economic and Co-operative Development (1997), *An Implementation Plan to Address Entrepreneurial Education.*)

Individuals not interested in self-employment but possessing the knowledge, skills and attitudes of the entrepreneur and employed by another individual or organization are said to be intrapreneurial. Contributing positively and progressively to the organization, the group, or the team is very important to meet societal goals; for example, make use of existing resources in new and creative ways, create new projects, improve old ones, and use innovative ideas (Manfield, 1998, p.26).

Occupational Skills

Occupational training goes beyond the acquisition and refinement of general employability skills and provides for the development of skills specific to an occupational cluster, a specific career within the cluster, or a job within a career path. Occupational training provides more refined training and an enhanced opportunity for employment. It may include certification or recognition by post-secondary education or training institutions or industry.

Pursuit of the apprenticeship pathway in the PAA requires learning some very specific occupational skills either in the school setting or through work study/education. Some certification opportunities have been articulated for PAA courses; for example, Food Safe that may apply to Tourism, Hospitality and Entrepreneurship, Commercial Cooking, or Food Studies. Additional opportunities for articulation with SIAST programs continue to be explored.

Personal Accountability

This dimension is best described as personal *accountability* and *responsibility*. It involves the development and recognition of professional and personal ethics, a sense of responsibility, and a willingness to assess and evaluate situations within the framework of Core Curriculum values. It includes the application of Personal and Social Values and Skills, one of the six Common Essential Learnings.

Concrete examples of personal accountability include:

- the students performing to the best of their ability
- the parents/guardians supporting the learner at home
- the teachers applying the Adaptive Dimension as the PAA curriculum is actualized
- the trustees ensuring adequate resources for quality teaching and learning
- the administrators being an instructional leader
- the community leaders partnering with the schools to support work study or other types of contextualized learning.

Processing Information

In order to make effective and successful transitions from the world of school to the world of work, individuals must be able to process information effectively and efficiently. Some of the information to be processed is of a personal nature; some is collaborative and is based on personal and professional relationships; and some of the information processed is gleaned from other sources and requires research in order to access and evaluate the content. It

includes a recognition of the diversity of media, approaches to gathering and processing information, and the need for support for resource-based learning.

Teamwork

This dimension speaks to the need within the classroom and workplace, and often in other situations, to work together as a team to complete a task, to set a goal and achieve it, or to develop solutions to problems. It defines the need to overcome personal differences, while recognizing and maintaining individual skills and talents, in order to perform tasks as part of a team dedicated to reaching a common/shared outcome.

The employability skills documents mentioned above emphasize the importance of working with others (CBoC, 1992, 1996, 2000):

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate.

Work Study and Exploration

The *Work Experience Education Guidelines* (1989) defined work study as "a practicum component of a regularly-offered academic or practical and applied arts class. The time spent at the work placement(s) should be sufficient to allow the student to become familiar with the work environment and to gain a practical knowledge of the working conditions. The practicum provides part of the credit of the regular class offering." (p. 10) Procedural guidelines to support a modular component of each Practical and Applied Arts is available in this PAA Handbook. The optional module may consist of the delivery of a training plan in the workplace based on key practical learning objectives that may not be observed or demonstrated in the school setting.

The new *Career and Work Exploration Curriculum Guide* (2002) replaces the 1989 Guidelines. The curriculum framework and content for Career and Work Exploration includes four credits. All other PAA courses have **optional** work study modules.

The Blueprint for Life/Work Design

The Blueprint for Life / Work Design, commonly referred to as the *Blueprint*, outlines the skills, knowledge and attitudes that are necessary to effectively manage life/work development. It describes career development competencies from early childhood through adulthood that have been divided into four developmental levels, and provides a process for developing and redesigning programs and products that can be used to help Canadians achieve those competencies. The *Blueprint* was developed through the collaboration of representatives of Canadian provinces and territories and is published by the National Life/Work Centre, a not-for-profit organization that supports career development.

The cornerstone of the *Blueprint* is the matrix of eleven competencies. The competencies are grouped into three sections: personal management, learning and work exploration, and life/work building. Each of the eleven competencies has been further defined for four developmental levels roughly corresponding to elementary level, middle level, secondary level, and adult level. Within each level of a competency are a number of general learning objectives categorized within a taxonomy of learning as: acquisition, application, personalization, or actualization.

In 2001, the Curriculum and Instruction Advisory Committee adopted the *Blueprint* as a scope and sequence for the integration of career development competencies into Core Curriculum. All Core Curriculum guides will be correlated to the *Blueprint*. As teachers become more aware of the framework and the competencies, they will be able to make appropriate connections between the curriculum content, instructional strategies and the *Blueprint* competencies, and will be able to design activities with the competencies in mind.

Program Considerations

Policy

To complete the minimum requirements for high school graduation, all students must complete two (2) credits of Practical and Applied Arts and/or Arts Education.

Effective September 2004, students entering grade seven will be required to take at least three PAA survey courses before completing grade nine. Each course must be a minimum of 50 hours. The modules for these three PAA survey courses should be chosen using criteria recommended in the survey guidelines. Students in grades 7-9 may use Christian Ethics courses to fulfill two of the three PAA survey course requirements.

The Courses

Each of the Practical and Applied Arts Guides is composed of modules configured into suggested courses. PAA courses are being mapped to six occupational clusters. See Appendix I: PAA Cluster Chart.

- Agriculture (Value-Added)
- Care and Hospitality
- Communication
- Design (Construct/Fabricate)
- Resources (Natural)
- Transportation

Because various combinations of modules can be chosen, the courses will have variable occupational or career pathways to post-secondary education and training or workplace opportunities. The courses will provide opportunities for career development utilizing the career development continuum of awareness, exploration, and experience. School Boards, directors, principals, and teachers will define the PAA offerings for their jurisdictions. Students and teachers, working together, have flexibility to choose the modules the student wishes to study. Along with this flexibility comes the necessity of efficient recordkeeping to insure that a student does not study a module more than once, unless the student did not receive credit for the course using that module the first time. Some modules are core (unless prior learning assessment has been completed) and others are prerequisites for more advanced study. Each module specifies a range of hours necessary to complete the instruction. Selection of modules should total a minimum of 100 hours of modules for 1.0 credit at the Secondary Level.

The modular design provides for flexibility and for community involvement. The design allows teachers and schools to fashion unique PAA offerings that reflect student interest and community resources. Partnerships with community businesses and service providers enhance learning opportunities in a community context. Students will be able to plot pathways to employment and to post-secondary education or training. The modules have clearly defined expectations and standards developed with the assistance of professional educators and industry representatives. Students will receive transfer credit (receive high

school and post-secondary credit/recognition) or advanced placement, where these articulation agreements have been established by the Department and its partner agencies.

Practical and Applied Arts courses can be offered in two ways within schools: as a pure or a survey course offering.

A **pure course** at the Secondary Level is a course where core (compulsory) modules are taught, and optional modules are selected from a PAA curriculum at one grade level to total 100 hours. Pure PAA curriculum guidelines vary from one to five credits (100-500 hours). Each 100 hours represents 1.0 credit.

A survey course is a configuration of recommended modules from a minimum of three pure PAA curricula to create a Middle Level course of a minimum of 50 hours or a Secondary Level course to total 100 instructional hours (1 credit). There are six credits available at the Secondary Level for PAA survey courses – A10, B10, A20, B20, A30, B30. Details of recommended modules for survey courses are included at the end of this section.

Core modules are the compulsory modules that must be covered in a pure course of study for developmental or safety reasons or for purposes of articulation with post-secondary programs.

Prerequisite modules contain content that must be covered before more complex content in successive modules is explored.

The Modules

Modules have been designated in three levels: Introductory, Intermediate, and Advanced.

Introductory modules are for students with little or no previous experience in the course of study. The modules provide the basic skills needed for further learning and have a personal use emphasis. They provide experiences and information that will assist students to explore and identify interests and aptitudes. Many of the skills are transferable to many career choices.

Intermediate modules are more skills specific, but they are still broad in perspective. These modules provide experiences and information that emphasize the career development opportunities available and develop personal interest skills.

Advanced modules may be oriented towards workplace, post-secondary programs, or for personal skills acquisition. Skills may provide students with workplace entry level competencies and advanced standing with post-secondary education and/or training institutions or programs. Students taking modules for personal interest will develop skills that may provide a sense of achievement and satisfaction and be useful in everyday life.

Work Study Modules

The teacher can configure a work study for each course in each grade. These optional modules will provide students with the opportunity to use equipment, materials, procedures, and processes that are not available in school settings. Students will experience a workplace and practise, improve and acquire skills. Work study may provide students with experiences that will be useful when they are considering post-secondary options. Further information is in the Work Study Guidelines section.

Extended Study Modules

The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not addessed by current modules in the renewed PAA curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of existing pure core modules and optional modules**. This new module can be configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the selection of existing PAA modules.

Apportioning Emphasis of a Module within a Course

Teachers have the flexibility to determine the degree of emphasis per module within each course. Teachers may alter the emphasis within a module depending on the nature of the module being taught and the length of the school's reporting periods.

Student evaluation should reflect the variety of teaching and learning strategies used throughout a course. It is important that a teacher discuss with students the evaluation strategies to be used in a course, when evaluation will occur, and the weighting of each part of the total evaluation. The weighting should be determined in relation to the amount of time spent and emphasis placed on each area of a course.

Managing A Practical and Applied Arts Program

There are many factors that must be considered when embarking on the implementation or expansion of a Practical and Applied Arts (PAA) program. The following list outlines some of the considerations that schools must address when implementing a PAA program and gives some suggestions on how to do so.

- **The needs of the students and the community.**
  - This consideration should be key when determining how the implementation of a PAA program will look in any particular school. While all the PAA courses have merit and value, some will be more appropriate than others in each situation. The strength of the PAA system is that it allows flexibility for configurations that will meet the needs of many students. By incorporating the Transition to Work Dimensions and, the Common Essential Learnings, and keeping in mind the goals

of Practical and Applied Arts, teachers should be able to offer rich and rewarding learning experiences.

- **The strengths of the teachers.**
  - Many teachers have areas of expertise that will enable them to contribute to the program in some way.
  - There are often teachers on staff with an interest in developing or expanding expertise in an area.
  - All teachers should be encouraged to become aware of the opportunities and curriculum that are available in PAA. Many teachers have found they have strengths in areas for which they did not even know curricula existed.
  - Teachers should be encouraged to consider courses or modules outside of the traditional PAA courses. In some cases the traditional courses will be the most appropriate to offer, but in others there will be exciting and valuable experiences available to students through non-traditional courses and modules.
  - Opportunities to utilize expertise in the community to supplement the teacher's skills and knowledge should be explored. There are often community members with special skills that are willing to volunteer their time in the school to share their expertise with students.

- **The facilities that are available.**
  - Clearly some programs will require more utilization of dedicated facility space than others. Many programs can be offered in shared space, space in the community, and classroom space as well as dedicated facility space.

- **The equipment that is available or accessible.**
  - Schools may already have equipment that will allow them to offer certain courses or modules.
  - Purchase, rental or lease of required equipment can be explored, and may have significant budget implications.
  - Borrowing or using equipment that is already in the community will be possible in some situations. Schools should consider and pursue this when practical. Having strong community relationships in place will make this easier to accomplish.
  - Sharing equipment among schools is an efficient use of resources when the equipment is not required at all times. Coordination between schools that share equipment will be necessary and may have scheduling and timetabling implications.

- **School composition**
  - Situations that involve Middle Level schools feeding into a Secondary Level school require communication and cooperation between the schools in order to facilitate a smooth alignment of modules offered at the Middle Level with those being offered at the Secondary Level. This is particularly true when there are a number of feeder schools for a single secondary school. Communication between these schools should be an on-going process but dialogue should be initiated early enough in the school year so that consideration can be given for any staff or program changes that might take place for the next school year.
  - A number of approaches to this coordination are possible:

- The schools can determine if there are modules that all the feeder schools can offer that will complement the secondary school program.
- The schools can determine if there are modules the feeder schools can offer that will not have any impact on the secondary school program. For example, if the secondary school does not offer Drafting and CAD or Design Studies, some of the feeder schools could incorporate modules from those in their survey courses.
- Teachers may need to offer different modules to some students for a while, perhaps an intermediate module that corresponds to an introductory module that other students are doing. Some may choose to offer a work study module to those students that have already completed some modules, some may choose to offer modules as independent study modules using resources developed by the teacher or by utilizing the resources from the Web Based Learning Resource projects.

- **Pure or Survey**
  - There are a number of good reasons to offer either configuration of PAA course. Addressing student needs should be a high priority when making those decisions. Factors such as facility, equipment, interests, community needs, budget and teacher availability will also contribute to the decision.

- **Timetabling**
  - In some cases the timetabling of PAA courses, particularly pure courses, will offer no more challenges than other courses. Depending on the course, some consideration may be given to blocking time in the timetable, such as having double periods, or even entire mornings or afternoons. If work study modules will be offered, scheduling the class in the last period of the day may prove to be beneficial.

  - Survey courses offer unique opportunities that may need to be considered when creating the timetable. Having more than one teacher involved in the delivery of a survey course allows schools to utilize expertise that would not otherwise be utilized. If this will be the case, then scheduling will be affected. Some possibilities include:

    - Teachers could swap classes for a portion of the year. In this case the students have PAA at the same time all year. They may take parts in the same location, but in many cases they would move to a different part of the school. An example would be for three teachers to each teach about one-third of the year to each of three different classes. The Grade 7 class might take Construction and Carpentry for the first session from teacher A, Photographics for the next session from teacher B and Food Studies from teacher C for the last session of the year. The Grade 8 and 9 classes could take the same three curricula, but in a different order. In this instance, teacher A could teach Construction and Carpentry all year, first to the Grade 7 class, then to the Grade 8 class and finish the year with the Grade 9 class.
      This arrangement will also be common when there are two teachers that teach a class for half of a year, each teaching a variety of modules in their area of specialization or expertise.

- Another configuration would be to have one teacher that teaches most of the course, but switches classes with another teacher for a shorter period of time. An example like this could see the Grade 4 teacher (who has experience or an interest in interior design) teach a few Interior Design modules to a PAA Survey A30 class. During that time, the main PAA teacher could teach the Electricity and Magnetism science unit to the Grade 4 class. This arrangement will require the periods to coincide in the timetable; this may be pre-planned when the timetable is created, or in some cases a teacher may have enough flexibility to make those arrangements when required.

- **Recordkeeping**
  - PAA teachers should be aware of the requirement of careful recordkeeping of modules that have been completed as part of a PAA course, including Middle Level Survey courses.
  - A choice of keeping records on paper filed in cumulative folders and in school records, or keeping record electronically in the Saskatchewan Learning database exists. More information about the database is available at the PAA recordkeeping page at http://www.sasked.gov.sk.ca/docs/paa/records.html. The electronic recordkeeping database is the preferred method. Schools should be consistent and diligent in their recordkeeping.

- **Budget**
  - It will be helpful for teachers planning PAA courses to have an idea of the budget allocations that will be available to them throughout the year. This will enable them to develop long range plans that include modules they can afford. While some programs will require expensive equipment and supplies, there are many ways to develop a PAA program to fit any budget.

- **Work Based Learning**
  - Considerations should be given to offering work study modules, or other work based learning opportunities for as many students as possible. These experiences can be extremely valuable for students and their communities.
  - Teachers and schools planning to offer work based learning should become very familiar with the work study guidelines in this handbook.
  - The monitoring policy requires that students involved in work-based learning must be monitored at least twice within the first 25 hours of work, and once during each subsequent 25 hour period. School need to be prepared to make arrangements for this supervision.

Inclusion of Core Curriculum Initiatives in PAA

Core Curriculum Foundation Documents

Core Curriculum: Plans for Implementation (Saskatchewan Education, 1987) defines the Core Curriculum as including seven Required Areas of Study, the Common Essential Learnings, the Adaptive Dimension, and Locally-Determined Options. Four Department documents elaborate on the concept of Core Curriculum.

Understanding the Common Essential Learnings: A Handbook for Teachers (1988) defines, explains, and expands upon the Common Essential Learnings.

Instructional Approaches: A Framework for Professional Practice (1991) describes and expands upon an understanding of a variety of instructional approaches, strategies, and methods for use in the classroom.

Student Evaluation: A Teacher Handbook (1991) provides information about assessment and evaluation of student achievement.

The Adaptive Dimension in Core Curriculum (1992) describes the adaptations a teacher can make to accommodate the diverse needs of students.

To support Core Curriculum, Saskatchewan Learning includes several other initiatives. These include Gender Equity, Aboriginal perspectives, Resource-based Learning, multicultural perspectives, inclusive education (see Curriculum Actualization document). These initiatives can be viewed as principles that guide the development of curricula, instructional practice, and evaluation in the classroom. The initiatives outlined in the following statements have been integrated throughout the curriculum.

Teachers can use *Classroom Curriculum Connections* (2001) as a tool to integrate the components and initiatives of Core Curriculum into their classroom practice.

Practical and Applied Arts Survey Courses

A survey course is a configuration of recommended modules from a minimum of three pure Practical and Applied Arts curricula to create a Middle Level course of a minimum of 50 hours or a Secondary Level course to total 100 instructional hours (1 credit). There are six credits available at the Secondary Level for PAA survey courses – A10, B10, A20, B20, A30, B30. Details of recommended modules for survey courses are included at the end of this section.

Core modules are the modules that must be covered in a pure course of study or a survey course for developmental or safety reasons or for purposes of articulation.

Prerequisite modules contain content that must be covered before more complex content in successive modules is explored.

See the section Program Considerations for more information.

There are three approaches that can be used to configure a survey course.

1. **Vertical Approach** - core or prerequisite modules may be selected within one cluster in PAA. CLUSTER organizers for PAA are: Agriculture (Value-Added), Care and Hospitality, Communications, Design (Build, Construct), Resources (Natural), and Transportation (see the Cluster chart in Appendix I). An example of a survey course from the Design cluster follows.

PAA A20 Survey		**Vertical Approach**	
Curriculum	**Module**	**Code**	**Time**
Design Studies	The Design Process	DEST01	15 hours
Drafting and Computer-aided Design	Sketching and Freehand Drawing Fundamentals	DRAF03	10 hours
Interior Design	Furniture and Appliances	INDE05	10 hours
Upholstery	Introduction to Upholstery	UPHL01	5 hours
Upholstery	Safety	UPHL02	6 hours
Upholstery	Fabrics	UPHL05	9 hours
Clothing, Textiles and Fashion	Textiles Applications	CTFA11	15 hours
Construction and Carpentry	Layout and Hand Tools	CONS03	5 hours
Construction and Carpentry	Introductory Wood Projects	CONS06	25 hours
	Instruction required per credit		**100 hours**

2. **Horizontal Approach** – represents a selection of modules focusing on a theme from two or more clusters (see Appendix I cluster chart). An example of a survey course using a horizontal approach with a dinner theatre theme follows.

PAA B30 Survey		**Horizontal Approach**	
Curriculum	**Module**	**Code**	**Time**
Design Studies	The Design Process	DEST01	10 hours
Theatre Arts	Stage Properties	THEA05	10 hours
Cosmetology	Introduction to Salon	COSM01	3 hours
Cosmetology	Makeup Application	COSM07A	12 hours
Tourism, Hospitality and Entrepreneurship	Work Study Preparation and Follow Up	THER13	5 hours
Tourism, Hospitality and Entrepreneurship	Work Study	THER14	25 hours
Tourism, Hospitality and Entrepreneurship	Organizing Food Functions	THER11	10 hours
Food Studies	International Cuisine	FOOD19	5 hours
Food Studies	Food for Special Occasions	FOOD24	5 hours
Construction and Carpentry	Introductory Safety	CONS01	5 hours
Construction and Carpentry	Introductory Wood Theory	CONS02	10 hours
		Instruction required per credit	**100 hours**

3. Random Approach: create a course by randomly selecting modules from two or more clusters to survey a variety of curricula. An example of a survey course using a random approach follows:

PAA A10 Survey		**Random Approach**	
Curriculum	**Module**	**Code**	**Time**
Information Processing	Learning to Keyboard by Touch	INFO102	20 hours
Welding	Shielded Metal Arc Welding Procedures	WELD15	15 hours
Design Studies	The Design Process	DEST01	10 hours
Food Studies	Kitchen Basics	FOOD01	10 hours
Food Studies	Kitchen and Food Safety	FOOD02	8 hours
Food Studies	Snacks	FOOD09	5 hours
Photography, Photographics and Graphic Arts	Fundamental Camera Controls	PHGA02	7 hours
Photography, Photographics and Graphic Arts	Black and White Film Development and Chemistry	PHGA06	10 hours
Wildlife Management	Outdoor Experiences	WILD03	10 hours
Photography, Photographics and Graphic Arts	Career Development Opportunities	PHGA12	5 hours
		Instruction required per credit	**100 hours**

Guidelines for Survey Courses

General

- The Foundational Objectives of each module must be achieved.
- The application of the Adaptive Dimension encourages teachers to adapt the curriculum topics and materials, instruction and the learning environment to address the diverse needs of students.
- When core modules are included in a survey course, they will provide the basic requirements for pure courses at the next level within a PAA course series.
- Only PAA modules can be used in PAA survey courses. Modules must be used from three different curricula.
- Some modules have prerequisites that must be met.
- Career development modules are core in all PAA curricula. Each survey course should include one career development module.
- Work study guidelines must be met for all work-based learning. Job shadows, career research interviews, field trips, guest speakers, etc. should be used to make connections to the workplace. Occasionally, work study modules may be used in a survey course.
- Appropriate safety concepts should be integrated throughout survey courses.
- Recordkeeping is essential to avoid repetition of modules at other grade levels, to assist with the transfer of information when a student changes schools, and to support post-secondary program articulation, Recognition of Prior Learning (RPL), and Prior Learning Assessment and Recognition (PLAR). Recordkeeping templates are included in the PAA curriculum guides and are also located on the Saskatchewan Learning website (http://www.sasked.gov.sk.ca/docs/paa/records.html) to be downloaded for school use. Electronic recordkeeping of modules is available. In addition to individual records, school should keep a central record of the modules that have been taught. See Appendix F for a generic recordkeeping template useful for survey courses.

Middle Level

- *Career Guidance A Curriculum Guide for the Middle Level* (1995) is a requirement of Core Curriculum for grades 6-9.
- Objectives for computer literacy will be integrated at all K-12 Levels.
- Effective September 2004, students entering grade seven will be required to take at least three Practical and Applied Arts (PAA) survey courses before completing grade nine. Students in grades 7-9 may use Christian Ethics courses to fulfill two of the three PAA survey courses requirements.

- Each course must be a minimum of 50 hours but may extend beyond 50 hours as a Locally Determined Option.

- There should be a balance of subject area perspectives included in Middle Level PAA courses. Modules must be configured using a horizontal or random approach, and must be taken from a minimum of three PAA curricula.

- Modules for suggested Middle Level courses are generally from introductory level modules, although intermediate and advanced modules may also be used, providing the prerequisites are met.

- Some modules should not be used in Middle Level survey courses for various reasons: safety, developmental appropriateness, or a Trade Board decision.

Horizontal Approach – represents a selection of modules focusing on a theme from two or more clusters. An example of a survey course using a horizontal approach with a camping trip theme follows.

PAA Middle Level Survey Course		Horizontal Approach	
Curriculum	**Module**	**Code**	**Time**
Food Studies	Kitchen and Food Safety	FOOD02	8 hours
Food Studies	Snacks	FOOD09	5 hours
Food Studies	Canada's Food Guide and Beyond	FOOD10	7 hours
Forestry	Introduction	FRST01	5 hours
Forestry	Forest Ecology	FRST03	5 hours
Forestry	Canada's Parks and Protected Areas	FRST07	10 hours
Wildlife Management	Outdoor Experiences I	WILD03 A	10 hours
	Instruction required per course		**50 hours**

Random Approach – create a course by randomly selecting modules from two or more clusters to survey a variety of curricula. An example of a survey course using a random approach follows:

PAA Middle Level Survey Course		Random Approach	
Curriculum	**Module**	**Code**	**Time**
Drafting and Computer-aided Design	Sketching and Freehand Drawing Fundamentals	DRAF03	10 hours
Welding	Safety	WELD01	6 hours
Welding	Oxy-Acetylene Start-up, Shut-down and Cutting	WELD05	4 hours
Welding	Oxy-Acetylene Welding	WELD09	9 hours
Food Studies	Kitchen Basics	FOOD01	10 hours
Communication Production Technology	Introductory Video Production	CPTEC05	11 hours
	Instruction required per course		**50 hours**

Secondary Level

- The Secondary Level credit policy states that students are required to take two credits from Arts Education and/or Practical and Applied Arts, as Specified Areas of Study.
- Secondary Level students will obtain a credit for successfully completing any 100 hour PAA survey course.
- As of September 2002, half (0.5) credits in PAA for Home Economics 30 courses are no longer available. Check the *Secondary Level Courses* list (pink sheet) for annual announcements.

- If 50 or more hours are chosen from one curriculum, then the school must offer the course as a full credit pure course. Fewer than 50 hours must be chosen from any pure PAA curriculum for a PAA survey course.

- Modules must be chosen from at least three different PAA curriculum guides.

- When a survey course includes the work study preparation and follow-up module, the work study module, and an extended study module, these three modules together may not exceed 40 hours of the 100-hour course.

Suggested Modules for Survey Courses

Code Key: ☆ - middle level
★ - introductory
★★ - intermediate
★★★ - advanced

Accounting 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
ACCT101A	☆	Introduction to Accounting	2-5	None
ACCT101B	☆	Accounting Equation	2-5	1A
ACCT101C	☆	Transaction Analysis	4-8	1B
ACCT101D	☆	T-accounts	5-7	1C
ACCT101E	☆	Financial Statements	4-7	1D
ACCT101F	★	Introduction to Accounting Cycle: Steps 1 to 3	6-10	1E
ACCT101G	★	Accounting Cycle: Steps 4 to 7	6-10	1F
ACCT101H	★	Practice Set/Major Assignment	7-10	1G
ACCT104A	☆	Banking	7-9	None
ACCT104B	☆	Petty Cash	4-6	4A
ACCT105A	★	Payroll	7-10	1
ACCT105B	★	Taxation	7-10	5A
ACCT106A	★	Synoptic/Combination Journal	7-10	1
ACCT106B	★	One-Write System	7-10	6A
ACCT107A	☆	Basic Calculator Operations	10-20	None
ACCT107B	★	Calculator Applications	7-8	7A
ACCT113	☆	Career Opportunities in Accounting	2-5	None
ACCT115	★★	Work Study Preparation and Follow Up	5-10	None
ACCT116	★★	Work Study	25-50	15
ACCT199	★	Extended Study	5-20	None

Agriculture Studies 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
AGST01	★	Agriculture Today	5-7	None
AGST02	★	Production Networks from Producer to Consumer	15-17	None
AGST03	★★	The Role and Uses of Agriculture Technology	7-10	None
AGST04	★★	Information and Effective Communication	5-7	None
AGST05	★	Marketing	10-12	None
AGST06	★	Quality Assurance	5-7	None

Module #	Code	Module Name	Hours	Prerequisite Module(s)
AGST07	★	Career Exploration	3-5	None
AGST08	★★	Customer Service	4-6	None
AGST09	★★	Diversified Agriculture	10-12	None
AGST10	★★	Rules and Regulations	5-8	None
AGST11	★★	Local Perspectives	4-6	None
AGST12	★★	Packaging, Storage and Distribution	6-8	None
AGST13	★★	Selecting an Enterprise	8-10	None
AGST14	★★	Historical Perspectives and Future Trends	3-5	None
AGST15	★★	Producing a Value-added Product	10-15	None
AGST16	★★	Work Study Preparation and Follow Up	5-10	None
AGST17	★★	Work Study	25-50	16
AGST99	★	Extended Study	5-20	None

Autobody 10, A20, B20, A30, B30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
AUTB01	☆	Safety	2-4	None
AUTB02	☆	Auto Design	4-6	None
AUTB03	☆	Hand Tools	4-6	1
AUTB04	☆	Power Tools	4-6	1, 3
AUTB05	☆	Metal Straightening	20-30	4
AUTB06	☆	Filling Damage	4-6	2, 4
AUTB07	★	Panel Replacement	4-6	1
AUTB08	★	Contoured Surface Rust Repair	4-6	6
AUTB09	★	Work Study Preparation and Follow Up	5-10	None
AUTB10	★	Work Study	25-50	9
AUTB11	★	Career Opportunities in Autobody	2-5	None
AUTB12	★★★	Estimating Repair Costs	10-20	2
AUTB13	★★	Automobile Refinishing and Repainting	35-40	7, 8
AUTB14	★★	Advanced Automotive Structural Design	15-25	2
AUTB15	★★	Advanced Hand and Power Tools	8-12	4
AUTB1	★★	Advanced Metal Repair	15-25	5, 6
AUTB17	★★	Panel Alignment	15	7
AUTB18	★★★	Glass Removal and Installation	10-20	1. 2
AUTB19	★★★	Air Bags	4-6	1, 14
AUTB20	★★	Automobile Detailing	10-20	13
AUTB21	★★	Trim Removal and Installation	4-6	13
AUTB22	★★	Surface Preparation	20-30	6, 8, 13

Module #	Code	Module Name	Hours	Prerequisite Module(s)
AUTB23	★★★	Plastic Repair	20-30	1, 14
AUTB24	★★★	Buying and Selling a Vehicle	10-20	None
AUTB25	★★★	Automotive Refinishing and Painting	45-55	13, 22
AUTB99	★	Extended Study	5-20	None

Career and Work Exploration 10, 20, A30, B30

Module #	Code	Module Name	Hours	Prerequisite Module(s)
CWEX02A	★	Portfolio Building	5-10	None
CWEX02B	★★	Portfolios	3-5	2A
CWEX03	★	Recognizing Networks	2-3	None
CWEX04	★	Understanding Transferable Skills	1-2	None
CWEX09A	★	Occupational Health and Safety	3-5	None
CWEX09B	★★	Occupational Health and Safety	4-5	9A
CWEX09C	★★★	Occupational Health and Safety	4-6	9A, 9B
CWEX10A	★	Labour Standards	1-2	None
CWEX10B	★★	Labour Standards	2	10A
CWEX12	★	Workplace Hazardous Materials Information System (WHMIS)	2	None
CWEX13	★★	Recognizing Hazards	6-8	None
CWEX15	★★	Employability Skills and the Changing World of Work	1-2	None
CWEX16	★★	Exploring Educational and Career Pathways	1-2	None
CWEX17	★★	Job Search Skills, Tools, and Strategies	2-8	None
CWEX19	★★★	Workplace Ethics, Human Rights, and Equity	3-4	None
CWEX20	★★★	Transitions	2-4	None
CWEX21	★★★	Earning and Understanding a Pay Cheque	1-2	None
CWEX99	★	Extended Study	5-20	

Clothing, Textiles and Fashion 10, 30

Module #	Code	Module Name	Hours	Prerequisite Module(s)
CTFA01	☆	Introduction to Sewing	5-10	None
CTFA02	☆	The Basics: Successful Sewing	20-25	None
CTFA03	★	Intermediate Construction Details – Successful Sewing	25-30	1, 2
CTFA04	★★★	Advanced – Successful Sewing and Industrial Techniques	25-30	1, 2, 3

Module #	Code	Module Name	Hours	Prerequisite Module(s)
CTFA05	★	Design Fundamentals – A Wearable Art	10-20	None
CTFA06	★	Clothing Decisions	10-15	5
CTFA07	★	Redesign, Restore or Recycle	5-10	1, 2
CTFA08	★	Fitting and Pattern Alterations	3-5	1, 2, 3
CTFA09	★★★	Clothing: A Powerful Resource	5-10	None
CTFA12	★★★	Language of Fashion	15-20	None
CTFA13	★★★	Fashion Industry	5-10	12
CTFA14	★★★	You as the Fashion Designer and Related Careers	15-20	8, 12
CTFA15	★★★	Work Study Preparation and Follow Up	5-10	None
CTFA16	★★★	Work Study	25-50	15
CTFA99	★	Extended Study	5-20	None

Communication Production Technology 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
CPTE01	☆	Overview of Communication Production Technology	1-3	None
CPTE02	☆	Introduction to Production Stages	3-5	1
CPTE03	☆	Legal and Ethical Issues	2	1
CPTE04	★	Career Opportunities	3-10	1
CPTE05A	☆	Introductory Video Production	10-20	1, 2
CPTE06A	☆	Introductory Audio Production	10-20	1, 2
CPTE07A	☆	Introductory Multimedia Production	10-20	1, 2
CPTE08A	☆	Introductory Production Project(s)	20-30	5A or 6A or 7A
CPTE9	★★	Software and Technology Research and Exploration	2	5A or 6A or 7A
CPTE10	☆	Effective Communication	2-4	1, 2
CPTE12	★★	Animation	20-30	5A or 7A
CPTE13	★★	CPT Scriptwriting	10	1, 2
CPTE14	★★	Work Study Preparation and Follow Up	5-10	None
CPTE15	★★	Work Study	25-50	14
CPTE99	★	Extended Study	5-20	None

Construction and Carpentry 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
CONS01	☆	Introductory Safety	5-8	None
CONS02A	☆	Introductory Wood Theory	5-8	None
CONS02B	★★	Intermediate Wood Theory	3-5	2A
CONS02C	★★★	Advanced Wood Theory	3-5	2B
CONS03	☆	Lay Out and Hand Tools	5-10	1
CONS04A	☆	Portable Power Tools	5-8	1, 3
CONS04B	★★★	Advanced Portable Power Tools	5-8	4A
CONS05A	★	Stationary Power Tools	5-8	1,3,4
CONS05B	★★★	Advanced Stationary Power Tools	5-8	5A
CONS06A	☆	Introductory Wood Projects	25-50	1, 3, 4
CONS06B	★★	Intermediate Wood Projects	25-50	6A
CONS06C	★★★	Advanced Wood Projects	25-50	6B
CONS07	☆	Concrete, Components and Mixing	5-10	None
CONS08	☆	Fasteners and Adhesives	2-6	1
CONS09	☆	Project Finishing	5-10	None
CONS10	★	Construction and Careers	2-6	None
CONS11	★★	Work Study Preparation and Follow Up	5-10	None
CONS12	★★	Work Study	25-50	11
CONS13	★★	Structural Framing and Sheathing	10-15	1, 3, 4
CONS14	★★	Workshop and Construction Site Safety	5-10	1
CONS15A	★★	Roof Framing	10-15	13
CONS15B	★★★	Advanced Roof Framing	10-15	15A
CONS15C	★★★	Roofing Materials and Installation	2-7	13
CONS16	★★★	Concrete Foundations and Finishing	2-5	7
CONS17	★★★	Interior and Exterior Finishing	10-15	None
CONS18	★★★	Stair Framing	10-15	13
CONS19	★★★	Insulation and Installation	5-10	13
CONS20	★★★	Building Lay Out	10-15	1, 3
CONS21A	★	Introductory Cabinet Making	10-15	1, 2, 3, 4, 5
CONS21B	★★	Cabinet Making: Doors and Drawers	10-15	21A
CONS99	★	Extended Study	5-20	None

Cosmetology 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
COSM01	★	Introduction to Salon	3-4	None
COSM06A	★	Skin Care	15-20	None
COSM07	★	Make-up Application	10-15	None
COSM08	★	Career Opportunities	3-5	None

Design Studies 10, 20				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
DEST01	☆	The Design Process	15-25	None
DEST02	☆	Design Fundamentals	15-25	1
DEST03	☆	Sketching and Freehand Drawing Fundamentals	5-15	None
DEST04	☆	Modeling	10-20	None
DEST05	☆	Historical/Cultural Design	10-15	1
DEST06	☆	Two-dimensional Design Applications	15-25	1, 2
DEST07	☆	Three-dimensional Design Applications	15-25	1, 2
DEST08	☆	Business and Profession of Design	5-10	None
DEST09	★★	Two-dimensional Design Processes and Materials	15-25	6
DEST10	★★	Three-dimensional Design Aesthetics	10-15	7
DEST11	★★	Three-dimensional Design Processes and Materials	15-25	7
DEST12	★★	Human Environments	15-25	None
DEST13	★★	Design Rendering and Presentation	15-25	None
DEST14	★★	Human Factors and Communication	15-25	12
DEST15	★★	Intermediate Three-dimensional Modeling	15-25	4
DEST16	★	Work Study Preparation and Follow Up	5-10	None
DEST17	★	Work Study	25-50	16
DEST99	★	Extended Study	5-20	None

Drafting and Computer-Aided Design 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
DRAF01	☆	Computer-Aided Drafting Basics	10-20	None
DRAF02	☆	Basic Manual Drafting Tools and Procedures	10-15	None
DRAF03	☆	Sketching and Freehand Drawing Fundamentals	5-15	None
DRAF04	☆	Multiview Drawings	20-25	1or 2
DRAF05	☆	Pictorial Drawings	15-20	1 or 2
DRAF06	☆	Basic Dimensioning	15-20	1 or 2
DRAF07	★	Sectional Views	10-15	1 or 2
DRAF08	★	Basic 3D CAD	5-10	1
DRAF09	★★	Auxiliary Views and Revolutions	10-20	1, 2 and 4
DRAF10	★★	Advanced Dimensioning	5-10	6
DRAF11	★★	Fasteners and Joints	5-10	1 or 2
DRAF12	★★	Working Drawings	15-20	1 or 2, 4, 7, 9, 10

Module #	Code	Module Name	Hours	Prerequisite Module(s)
DRAF13	★★	Floor Plans	20-25	1 or 2, 4, 6
DRAF14	★★	Foundation Plans	5-15	13
DRAF15	★★	Wall Sections	10-20	13
DRAF16	★★	Elevations	10-20	13
DRAF17	★★	Intermediate 3D CAD	10-20	8
DRAF18	★★	Work Study Preparation and Follow Up	5-10	None
DRAF19	★★	Work Study	25-50	18
DRAF20	★★★	Piping Drawings	10-15	1 or 2, 4, 5, 6, 10
DRAF21	★★★	Pattern Developments	5-15	1 or 2, 4, 9
DRAF22	★★★	Mapping	10-15	1 or 2, 4, 6
DRAF23	★★★	Electronics	3-5	1 or 2
DRAF24	★★★	Residential Design	5-15	13, 14, 15, 16
DRAF25	★★★	Presentation Floor Plans	15-25	13, 14, 15, 16
DRAF26	★★★	Presentation Elevations	15-25	13, 14, 15, 16
DRAF27	★★★	Advanced 3D CAD	15-25	17
DRAF28	★★★	CAD/CAM	20-30	1 or 2, 6, 7, 9, 10
DRAF29	★	Surveying	10-15	None
DRAF30	★	Career Opportunities	2-5	None
DRAF31	★	Reading Technical Documents (Blueprints)	2-5	None
DRAF99		Extended Study	5-20	None

Electrical and Electronics 10, Electrical 20, A30, B30, Electronics 20, A30, B30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
ELEC01A	☆	Safety and Health	8-15	none
ELEC01B	★★	Safety and Health	3-5	1A
ELEC02A	★	Concepts About Electricity	10-20	1A
ELEC02B	★★	Concepts About Electricity	3-5	2A
ELEC02C	★★★	Concepts About Electricity	3-5	2B
ELEC03A	★★	Electrical Principles of Alternating Current Circuits and Transformers	5-8	2B
ELEC03B	★★★	Electrical Principles of Alternating Current Circuits and Transformers	5-8	3A
ELEC04A	★★	Wiring Circuits	15-25	1
ELEC04B	★★	Wiring Circuits	3-5	3A
ELEC04C	★★★	Wiring Circuits	3-5	4B
ELEC05	★★	Relays and Relay Circuits	3-5	2
ELEC06	★	Conductors	3-5	2
ELEC07A	★	Overcurrent Devices	10-15	3A, 4A
ELEC07B	★★	Overcurrent Devices	10-15	7A

Module #	Code	Module Name	Hours	Prerequisite Module(s)
ELEC08A	★★	Residential Wiring Methods	10-15	6, 4B
ELEC08B	★★★	Residential Wiring Methods	10-15	8A
ELEC09A	★★★	Residential Circuits and Service	15-20	1, 4B
ELEC10	★★★	Direct Current Generators, Basic Shunt	5-7	2
ELEC11	★★	Direct Current Motors	5-15	10
ELEC12A	★★★	Residential Lighting	15-25	8
ELEC13A	★★	Alternating Current – Theory and Circuits	7-10	2
ELEC13B	★★★	Alternating Current – Theory and Circuits	7-10	2
ELEC14A	★★★	Single Phase Power Transformers	10-20	2, 13
ELEC15A	★★★	Alternating Current Motors	20-25	2, 13
ELEC16	★★★	Motor Starters and Controls	20-40	14, 15
ELEC17A	☆	Introductions to Electronic Components	10-20	2A
ELEC17B	☆☆	Introduction of Electronics, Diodes	5-8	None
ELEC18A	☆	Cells and Small Voltage Sources	5-10	2A
ELEC18B	★★	Cells and Small Voltage Sources	5-10	None
ELEC19A	★	Measuring Instruments, Meters	4-7	2A
ELEC20	★	Careers	2-5	None
ELEC21A	★	Introductory Printed Circuit Board Fabrication	5-10	22
ELEC22A	☆	Soldering, De-soldering and Recycling Components	5-10	2A
ELEC23A	★★	Power Supplies	10-15	1, 2
ELEC24A	★★	Transistor Theory	15-20	1, 2, 17A, 17B
ELEC25	★★★	Integrated Circuits	3-5	24, 17A, 17B
ELEC26A	★★	Tuned Circuits and Oscillators	15-20	25, 17A, 17B
ELEC27A	★★	Radio Communications	10-15	17B, 26
ELEC28	★★★	Ultra-sonics	8-15	27
ELEC29A	★★	Digital Concepts	10-15	28
ELEC30A	★★	Digital Circuits	10-15	29
ELEC31	★	Robotics	5-10	1A, 2A
ELEC32A	★	Computer Recycling	5-10	1A, 2A
ELEC33	★	Work Study Preparation and Follow Up	5-10	None
ELEC34	★	Work Study	25-50	33A, B, C
ELEC99	★	Extended Study	5-20	None

Energy and Mines 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
ENMI01	★	Introduction to Energy and Mines (Core)	6-8	None
ENMI02	★	Review of Saskatchewan Physical Geography (Core)	4-8	None
ENMI03	★	Saskatchewan Geology and Geological History (Core)	10-15	2
ENMI04	★	Sustainability (Core)	10-15	3
ENMI05	★	Oil and Gas -- Formation, Location and Exploration	10-15	4
ENMI06	★	Oil and Gas -- Production	10–15	5
ENMI07	★	Oil and Gas -- Refinement, Use and Economic Effects	10–15	5, 6
ENMI08	★	Oil and Gas -- Worker Safety, Environmental Safety and Careers	10–15	None
ENMI09	★	Electricity -- Properties and Production	10–15	4
ENMI10	★	Electricity -- Transmission and Distribution	10–15	9
ENMI11	★	Electricity – Workplace Safety, Environmental Safety, and Careers	8-12	10
ENMI12	★	Uranium -- Formation, Location and Exploration	6 - 10	4
ENMI13	★	Uranium -- Production and Processing	8-12	12
ENMI14	★	Uranium -- Refinement, Distribution, and Uses	8-12	13
ENMI15	★	Uranium -- Workplace Safety, Environmental Safety and Careers	12-18	14
ENMI16	★	Coal -- Formation, Location and Exploration	8-12	4
ENMI17	★	Coal -- Mining Methods, Production and Uses	5-8	16
ENMI18	★	Coal -- Workplace Safety, Environmental Safety and Careers	10–18	17
ENMI19	★	Alternate Energy Sources – Heat	10–15	4
ENMI20	★	Alternate Energy Sources - Electrical Generation	10–15	4, 9
ENMI21	★	Alternate Energy Sources - Transportation	8–12	4

Module #	Code	Module Name	Hours	Prerequisite Module(s)
ENMI22	★	Potash -- Formation, Location and Exploration	6–10	4
ENMI23	★	Potash -- Mining and Production	7–10	22
ENMI24	★	Potash -- Refinement, Distribution, Use and Economic Significance	10–15	23
ENMI25	★	Potash -- Workplace Safety, Environmental Safety and Careers	10–15	24
ENMI26A, B, C	★	Work Study Preparation and Follow Up Activities	5-10	None
EMNI27A, B, C	★	Work Study	25-50	26
ENMI99A, B, C	★	Extended Study	10-50	None

Entrepreneurship 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
ENTR01	☆	Entrepreneurship and Its Role	8	None
ENTR02	☆	Entrepreneurial Skills	15	1
ENTR03	★★	Assessing Opportunities	15	1, 2
ENTR04	★★	Generating and Assessing Ideas	20	1, 2
ENTR05	★★	Investigating Entrepreneurial Ventures	15	1, 2
ENTR06	★★	Venture Plans	20	5
ENTR07	★	Career Choices	7	None

Food Studies 10, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
FOOD01	☆	Kitchen Basics	8-10	None
FOOD02	☆	Kitchen and Food Safety	8-10	None
FOOD03	☆	Baking Basics	10-15	None
FOOD04	★	Food and Health	10-15	None
FOOD05	★	Grains	5-10	None
FOOD06	★	Vegetables and Fruits	5-10	None
FOOD07	★	Milk and Dairy Products	5-10	None
FOOD08	★	Eggs	5-10	None
FOOD09	☆	Snacks	5-10	None
FOOD10	★	Canada's Food Guide and Beyond	6-8	None
FOOD11	★★	Food Through the Life Cycle	5-6	None
FOOD12	★★	Cakes and Pastries	5-8	3
FOOD13	★★	Baking with Yeast	5-8	3
FOOD14	★★	Keep it Cold	5-10	None

Module #	Code	Module Name	Hours	Prerequisite Module(s)
FOOD15	★★	Protein Foods	10-15	None
FOOD16	★★	Make Mine Quick and Healthy	6-8	None
FOOD17	★★	The Science of Nutrition	12-15	None
FOOD18	★★★	The Canadian Food Mosaic	5-10	None
FOOD19	★★★	International Cuisine	5-10	None
FOOD20	★★	The World of Soups	5-6	None
FOOD21	★★	Sauces	5-6	None
FOOD22	★★	Creative Baking	5-8	None
FOOD23	★★★	Entertaining with Food	5-8	None
FOOD24	★★★	Foods for Special Occasions	5-8	None
FOOD25	★	Food Preservation	5-8	None
FOOD26	★★★	Food Additives	4-5	None
FOOD27	★★★	Current Food Issues	5-8	None
FOOD28	★	Exploring Careers	5-6	None
FOOD29	★	Work Study Preparation and Follow Up	5-10	None
FOOD30	★	Work Study	25-50	29
FOOD99	★	Extended Study	5-20	None

Forestry Studies 20, 30

Module #	Code	Module Name	Hours	Prerequisite Module(s)
FRST01	☆	Introduction	7-10	None
FRST02	☆	Forest Sector Careers	4-8	None
FRST03	☆	Forest Ecology	4-6	Module 1
FRST04	★★	The Boreal Forest	12-15	None
FRST05	★★	Forest Regions of Canada	7-10	None
FRST06	★★	Aboriginal Perspectives	7-10	None
FRST07	★★	Management and Conservation	10-12	None
FRST08	★★	Parks and Protected Areas	7-10	None
FRST09A	★	Occupational Health and Safety	4-6	None
FRST10	★	Labour Standards	2-3	None
FRST13	★★	Forests Fire Management	8-12	None
FRST15	★★	Remote Sensing	7-10	None
FRST21	★★★	Harvesting	10-15	None
FRST22	★★★	Silverculture	10-15	None
FRST24	★★	Work Study Preparation and Follow Up Activities	5-10	None
FRST25	★★	Work Study	25-50	22
FRST99	★	Extended Study	5-20	None

Horticulture 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
HORT01	☆	Botany	5-15	None
HORT02	☆	Soils Characteristics	5-10	1
HORT03A	☆	Indoor and Outdoor Plant Identification	5-15	None
HORT03B	★★	Indoor and Outdoor Plant Identification	5-10	3A
HORT03C	★★★	Indoor and Outdoor Plant Identification	5-10	3B
HORT04A	☆	Safety – Recognizing Hazards	3-9	None
HORT04B	★★	Safety – Risk Control	5-10	4A
HORT04C	★★★	Safety – WHMIS	3-5	4B
HORT05	★	Careers Opportunities in Horticulture	2-5	None
HORT06A	★	Business Management	3-5	None
HORT06B	★★	Intermediate Business Management	5-15	6A
HORT06C	★★★	Advanced Business Management	3-5	6A, 6B
HORT07	☆	Plant Production	5-15	None
HORT08	★★	Artificial Flower Floral Design	15-20	None
HORT09	★	Floral Care and Handling	10-15	8
HORT10	★	Introductory Floral Design	5-10	9
HORT11	★★	Floral Aesthetics	10-15	10
HORT12	★★★	Floral Arrangement Design	15-20	11
HORT13	★★	Interior Plantscapes	5-15	3
HORT14A	★★	Landscape Design	5-15	2, 3
HORT14B	★★★	Advanced Landscape Design	10-15	9A
HORT15	☆	Container Gardening	5-10	1
HORT16	★★★	Water Gardens	5-10	1, 9, 10
HORT17	★★	Landscape Construction	5-15	9,12, 13
HORT18	★★★	Pest and Disease Management	5-15	4
HORT19	★★★	Arboriculture	5-15	None
HORT20	★★★	Stock Handling and Sales	5-15	None
HORT21	★★	Herbs and Medicinal Plants	3-5	1, 7
HORT22	★	Turf Management	5-10	4A, 7
HORT23	★★	Flower Gardens	15-20	7, 8
HORT24	☆	Vegetable Gardens	15-20	1, 7
HORT25	★★	Fruit Production	5-10	7
HORT26	★★★	Floral Arrangements for Weddings	15-20	7
HORT27	★	Work Study Preparation and Follow Up Activities	5-10	None
HORT28	★	Work Study	25-50	None
HORT99	★	Extended Study	5-20	None

Housing 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
HOUS01	★	Housing Needs	10-15	None
HOUS02	★★	Historical Influences on Architectural Styles	5-10	None
HOUS03	★★	Choosing a Residential Location	3-5	None
HOUS04	★★	Community Planning and Development	5-8	3
HOUS05	★	Housing Exteriors	5-8	None
HOUS06	★★	Interpreting and Evaluating Housing Plans	5-15	None
HOUS07	★★	Rental Property	3-5	None
HOUS08	★★	Making a House Purchase	5-10	None
HOUS09	★★	Residential Landscaping	5-10	None
HOUS10	★★	Energy Efficient Housing	3-5	None
HOUS11	★★	Housing of the Future	3-5	None
HOUS12	★★	Building a House	10-15	None
HOUS13	★★	Career Opportunities in Housing	2-5	None
HOUS14	★★	Work Study Preparation and Follow Up	5-10	None
HOUS15	★★	Work Study	25-50	14
HOUS99	★	Extended Study	5-20	None

Information Processing 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
INPR101	☆	Information to Computer Technology	5-10	None
INPR102	☆	Learning to Keyboard by Touch	20	None
INPR103	☆	Information Processing Activities	5-10	1
INPR104	☆	Information Processing Projects	5-10	2
INPR105	★★	Intermediate Keyboarding	10-15	2
INPR106	★★	Intermediate Keyboarding	5-10	2
INPR107	☆	Developing IP skills for Personal Use	5-10	2
INPR108	☆	Introductory Word Processing and Formatting	20-25	2
INPR109	★★	Business Information Processing	15-20	7
INPR110	★★★	Managerial Information Processing	15-20	7
INPR111	☆	Introduction to Spreadsheets	10-15	7
INPR112	★	Introduction to Database Software and Their Applications	10-15	7
INPR113	★	Skills for Entry Level Employees	15-20	7
INPR114	★★	Intermediate Work Processing	20-25	9
INPR115	★★	Intermediate Database: Management of Information and Records	15-20	7 and 12

Module #	Code	Module Name	Hours	Prerequisite Module(s)
INPR116	★★	Intermediate Spreadsheet Applications	15-20	11
INPR117	★★	Integrating Software Applications	15-20	8, 11 and 12
INPR118	★★	Effective Business Writing and Document Production	15-25	8 and 9
INPR119	★★	Desktop Publishing	20-25	8
INPR120	☆	Internet Theory, Use and Exploration	10-15	2
INPR121	★★★	Intermediate Computer Technology	10-15	1 and 7
INPR122	★★★	Troubleshooting and Technical Assistance	10-20	9 and 10
INPR123	☆	Career Opportunities in Information Processing	2-5	None
INPR124	★	Work Study Preparation and Follow Up Activities	5-10	None
INPR125	★	Work Study	25-50	24
INPR199	★	Extended Study	5-20	None

Interior Design 30

Module #	Code	Module Name	Hours	Prerequisite Module(s)
INDE01	☆	Design Fundamentals	10-20	None
INDE02	★	Openings, Windows, Window Treatment and Doors	5-10	1
INDE03	★	Treatment of Walls and Ceilings	5-10	1
INDE04	★★	Floors and Flooring	3-5	1
INDE05	★★	Furniture and Appliances	5-10	1
INDE06	★★	Accessories	5-10	1
INDE07	★★	Developing and Decorating a Floor Plan	10-15	1
INDE08	★★	Applied Design	15-20	1
INDE09	★★	Visual Design Displays	3-5	
INDE10	★★	Exploring Careers	1-2	None
INDE11	★★	Work Study Preparation and Follow Up	5-10	None
INDE12	★★	Work Study	25-50	11
INDE99	★	Extended Study	5-20	None

Life Transitions 20, 30

Module #	Code	Module Name	Hours	Prerequisite Module(s)
LIFE13	★	Money Management	10	None
LIFE15	★★	Independent Living	10	None
LIFE16	★★	Parenting	10	None

Mechanical and Automotive 10, A20, B20, A30, B30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
MECH01	☆	Introduction to the Automobile	10-20	None
MECH02	☆	Automotive Processes	4-10	None
MECH03	☆	Safety Equipment, Hazardous Materials, and Housekeeping Skills	4-12	None
MECH04	★	Information Storage	3-5	None
MECH05	☆	Hand and Power Tools	15-25	None
MECH06	★	Fasteners and Gaskets	5-10	None
MECH07	★	Cleaning Techniques	1-4	None
MECH08	★★	Oxy-Acetylene Welding	6-10	3
MECH09	★★	Storage Batteries	4-8	3
MECH10	★	Oils and Lubricants	5-10	3
MECH11	★★	Headlight Service	2-6	None
MECH12	★	Tires	5-10	None
MECH13	★★	Minor Body Service	15-20	None
MECH14	★★★	Fundamentals of Electricity and Electronics	10-15	1
MECH15	★★	Cooling Fans	3-5	3
MECH16	★★	Exhaust Systems	3-5	3
MECH17	★★	Radiators and Coolants	15-25	None
MECH18	★★	Pulleys and Belts	5-10	3
MECH19A	★★	Wheel Bearing Service	5-10	None
MECH19B	★★	Brake Systems	20-25	19A
MECH19C	★★	Wheel Cylinders, Calipers, Master Cylinders	5-10	19B
MECH19D	★★	Parking Brake Systems	5-10	19C
MECH20	★★	Suspension Control Mechanisms, and Steering Linkages	10-15	5
MECH21	★★★	Alternators	10-20	14
MECH22	★★★	Starting Systems	10-20	14
MECH23A	☆	Small Engines	10-15	None
MECH23B	★★	Multi-cylinder Engines	40-50	14, 23A
MECH24	★★★	Universal Joints and Driveshafts	15-25	3, 5
MECH25	★★★	Clutches and Release Mechanisms	15-25	3, 5
MECH26	★★★	Manual Transmissions	15-25	3. 5
MECH27	★★★	Transfer Case Lubricants, Removal and Installation	15-25	3, 5
MECH28	★★★	Automatic Transmissions	15-25	3, 5
MECH29	★★★	Ignition Systems	5-8	14
MECH30	★★★	Fuel Systems	40-50	14
MECH31	★★	Seat Belt Systems	2-4	None

Module #	Code	Module Name	Hours	Prerequisite Module(s)
MECH32	★	Work Study Preparation and Follow Up	5-10	None
MECH33	★	Work Study	25-50	32
MECH34	★	Career Opportunities	2-5	None
MECH99	★	Extended Study	5-20	None

Photographics 10, Photography 20, 30, Graphic Arts 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
PHGA01	☆	Introduction to Photography and Graphic Arts	3-5	None
PHGA02	☆	Fundamental Camera Controls	5-10	1
PHGA03	★	Types of Cameras	5-8	None
PHGA04	★	Black and White Photographic Films	10-15	2
PHGA05A, B, C	☆	Safety	3-5	None
PHGA06	☆	Black and White Film Development and Chemistry	10-15	4
PHGA07	☆	Controlling Composition and Exposure	10-15	2, 3
PHGA08	★★	Camera Lenses and Related Accessories	5-10	2, 3, 6
PHGA09	☆	Introduction to Digital Photography	7-10	2
PHGA10	★★	Printing Papers: Black and White and Colour	10-15	None
PHGA11	☆	Producing a Black and White Print	10-15	5A
PHGA12	★	Career Development Opportunities	3-5	None
PHGA13	★★	Artificial Lighting - Electronic Flash	5-10	2
PHGA14	★★	Additional Black and White Printing Techniques	10-15	10
PHGA15	★★	Colour Photographic Films	5-10	4
PHGA16	★★	Intermediate Digital Photography	10-15	9
PHGA17	★★	Digital Manipulation	10-15	16
PHGA18	★	Critiquing Photographs	3-5	None
PHGA19	★★	Professional Presentation Portfolios	5-10	None
PHGA20	★★★	Colour Film Development - Negatives	10-15	5C, 6, 15
PHGA21	★★	Colour Film Development – Reversal Processing	10-15	5C, 6, 15
PHGA22	★★★	Darkroom: Colour Printing Techniques	15-20	11
PHGA23	★★★	Commercial Photography	5-10	None
PHGA24	★★	Photojournalism	5-10	2, 7, 12
PHGA25	★★★	Studio Lighting	10-15	13

Module #	Code	Module Name	Hours	Prerequisite Module(s)
PHGA26	★★★	Photography and Advertising	5-10	23
PHGA27	★★★	Portraiture	10-15	25
PHGA28	★★★	Advanced Digital Photography	3-5	16
PHGA29	★★★	Advanced Digital Manipulation	5-10	17
PHGA30	★★★	Mounting, Matting and Framing	10-15	11
PHGA31	★★★	History of Photography	3-5	None
PHGA32	★★	Retouching and Hand Colouring	5-10	11
PHGA33	★★★	Taking Care of the Business	10-15	None
PHGA34	★★	History of Printing	3-5	None
PHGA35	☆	Introduction to Graphic Design	2-10	None
PHGA36	☆	Introduction to Graphic Mechanical Layout	3-5	35
PHGA37	☆	Computer Aided Graphic Design	10-15	35
PHGA38	★★	Packaging	10-20	34, 35
PHGA39	★★	Scanning and Design	4-6	37
PHGA40	★	Introduction to Airbrushing	5-10	None
PHGA41	★★	Colour Uses by Designers	3-5	35
PHGA42	★★	Outdoor Advertising	10-15	41
PHGA43	☆	Introductory Screen Process Printing	5-10	None
PHGA44	★★	Intermediate Screen Process Printing	5-10	43
PHGA45	★★	Intermediate Airbrush- Beyond the Basics	10-15	40
PHGA46	★★	Portraits that Flatter	5-10	7
PHGA47	★★	Be an Art Director	25-35	27, 36
PHGA48	★★★	Complex Layout	10-15	36
PHGA49	★★★	Business Promotion Package	10-15	35, 48
PHGA50	★★★	Cover Design	5-10	35, 37, 41
PHGA51	★★★	Scanning and Colour Correction	2-5	39
PHGA52	★★★	Magazine Advertising	10-15	17, 18, 20
PHGA53	★★★	Advanced Airbrush Skills	15-20	45
PHGA54	★	Cartooning	5-10	None
PHGA55	★★★	Advanced Screen Process Printing	5-10	44
PHGA56A, B, C	★	Work Study Preparation and Follow Up Activities	5-10	None
PHGA57A, B, C	★	Work Study	25-50	56
PHGA99A, B, C	★	Extended Study Module	5-20	None

Theatre Arts 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
THEA01	★	Introductory Orientation	4-6	None
THEA02	★	Set Design	15-20	1
THEA03	★	Stage Lighting	10-12	1
THEA04	★★	Stage Sound and Video	8-10	1
THEA05	★★	Stage Properties	10-20	1
THEA06	★	Costume	8-10	1
THEA07	★	Make-up and Hair	10-15	1
THEA08	★★	Stage Management	8-10	1
THEA10	★★★	Advanced Orientation	3-5	1
THEA11	★★★	The Production Manager	4-5	1
THEA12	★★★	Set Design and Construction	15-20	2
THEA13	★★★	Lighting Design and Production	6-8	3
THEA14	★★★	Sound Design and Production	6-8	4
THEA15	★★★	Property Design and Management	6-8	5
THEA16	★★★	Costume Design and Construction	8-10	6
THEA17	★★★	Make-up Design and Application	5-7	7
THEA18	★★★	Stage Management	5-7	8
THEA19	★★★	House Management	1-2	1
THEA20	★★★	Publicity	4-6	1

Tourism, Hospitality and Entrepreneurship A30, B30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
THER01	★	Entrepreneurship/Intrapreneurship	3-4	None
THER03	★★	Food Preparation and Service Procedures	20	1
THER05	★★	Food Safety and Sanitation (certification)	8	1
THER08	★★	Employment and Business Opportunities	5	1
THER09	★★	Marketing and Trends	5	1
THER10	★★	Post-secondary Opportunities and Career Exploration	5	1
THER11	★★	Organizing Food Functions	10-15	3, 5
THER12	★★	Creating a Venture	10-15	8, 9
THER13	★★	Work Study Preparation and Follow Up	5-10	None
THER14	★★	Work Study	25-50	13
THER99	★	Extended Study	5-20	None

Upholstery 10, 20, 30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
UPHL01	☆	Introduction to Upholstery	4-8	None
UPHL02	★	Safety	4-12	None
UPHL03	☆	Hand Tools	2-4	2
UPHL04	★★	Power Tools	4-10	2
UPHL05	★	Fabrics	8-14	2, 3
UPHL07	★★	Stripping Furniture	2-10	2, 3, 4
UPHL08	★	Measuring and Cutting Fabric	4-12	5
UPHL12	★	Covering	10-20	2, 3, 7, 8
UPHL14	★	Repairs	10-15	2,3,4
UPHL15	★	Cushioning	12-15	2, 3, 4
UPHL17A	★★	Basic Machine Sewing	20-25	2, 3
UPHL19	★	Hand Sewing	3-5	2, 5
UPHL21	★★	Wood Refinishing	16-24	2, 7
UPHL22	★★★	Automotive Bench Seat	16-24	2, 3, 5, 20
UPHL28	★	Career Opportunities	2-5	None
UPHL29	★	Work Study Preparation and Follow Up Activities	5-10	None
UPHL30	★	Work Study	25-50	29
UPHL99	★	Extended Study	5-20	None

Welding 10, 20, A30, B30				
Module #	**Code**	**Module Name**	**Hours**	**Prerequisite Module(s)**
WELD01	☆	Safety: General, Oxy-Acetylene Welding and Electric Arc Welding	6-10	None
WELD03	☆	Hand Tools and Power Equipment	2-4	None
WELD05	☆	Oxy-Acetylene Start-up, Shut-down and Cutting	2-4	1
WELD09	★	Oxy-Acetylene Welding	7-10	5
WELD11A	★★	Oxy-Acetylene Welding Practical Requirements	15-20	9
WELD12A	★★★	Advanced Oxy-Acetylene Welding Projects	25-30	9
WELD14	☆	Electric Arc Welding Electrodes and Accessories	3-5	1
WELD15	☆	Shielded Metal Arc Welding Procedures	15-20	14
WELD29A	★	MIG Welding Safety and Equipment	3-6	15
WELD30A	★	Start-Up and Shut-down (MIG)	2-4	29A
WELD31A	★	MIG Procedures and Practice	10-14	30A
WELD32	★★	Intermediate MIG Welding	6-12	31A

Module #	Code	Module Name	Hours	Prerequisite Module(s)
WELD35A	★★	MIG Welding Practical Assignments	20-30	31A
WELD37	★	Work Study Preparation and Follow Up	5-10	None
WELD38	★	Work Study	25-50	37
WELD39	★	Career Opportunities in Welding	2-5	None
WELD99	★	Extended Study	5-20	None

Wildlife Management 10, 20, 30

Module #	Code	Module Name	Hours	Prerequisite Module(s)
WILD01	☆	Wildlife and Ecosystems	10-20	None
WILD02	☆	Natural History of Saskatchewan Wildlife	10-20	None
WILD03A	☆	Outdoor Experiences I	10-20	None
WILD03B	★★	Outdoor Experiences II	10-20	3A
WILD06	★	Fishing and the Aquatic Environment	5-10	None
WILD07	★	Wildlife: A First Nations Perspective	5-10	None
WILD08	★★	The Value of Wildlife	10-15	None
WILD09	★	Career Opportunities in Wildlife	2-5	None
WILD10	★★	Wildlife Areas and Species	15-20	1, 2
WILD11	★★	Interactions of Wildlife and Society	15-20	1, 2
WILD13A	★★	Issues in Wildlife I	5-10	None
WILD13B	★★★	Issues in Wildlife II	10-20	13A
WILD17A, B	★	Work Study Preparation and Follow Up	5-10	None
WILD18A, B	★	Work Study	25-50	17
WILD99	★	Extended Study	5-20	None

Extended Study Module

Evolving needs of society, demand for social and economic inclusion of all members of society, advances in technology, and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not addressed in current modules in the renewed PAA curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of existing pure core modules and optional modules**. This new module can be configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the selection of existing PAA modules.

The list of possibilities for the extended study module is as varied as the imagination of those involved. These optional extended study modules can be used to strengthen the Practical and Applied Arts curriculum.

It is recommended that a summary of any extended study module be sent to the appropriate Regional Superintendent of Curriculum and Instruction. These ideas may be shared with other PAA teachers in the province or may become a part of provincial curriculum through the "evergreening" (curriculum renewal) process.

Guidelines for the Extended Study Module

- The extended study module may be used with any PAA course, pure or survey, at the Secondary Level only.
- In a single credit course at the Secondary Level, only one extended study module may be used, for a maximum of 20 hours of instructional time.
- The extended study module must not duplicate any other Core Curriculum content whether in the Required Areas of Study or PAA.
- Students must complete core or prerequisite modules from the selected guide before beginning an extended study module.
- The extended study module will be identified in all PAA courses by the number 99 and the four letter module code from the PAA pure course of study. When recording the module, teachers need to create a specific name for the module. In the Food Studies 10, 30 course series, for example, "FOOD99A Extended Study – Traditional Aboriginal Cuisine" may be part of Food Studies 10 or a PAA Survey 10 course. If another extended study module were offered as part of a different survey course or Food Studies 30, it should be recorded as, for example, "FOOD99B: Extended Study – Diet and Religious Observances".
- The student must not receive credit for the same module more than once.

- If the Extended Study module, the Work Study Preparation and Follow Up module, and the Work Study module are used in the same PAA pure or survey course, these three modules together must not exceed 40 hours of the 100 hour credit course.

Considerations for Planning and Preparing the Extended Study Modules

- Foundational Objectives and Common Essential Learnings Foundational Objectives need to be selected from pure PAA curriculum guides or from the examples included below.

- Learning Objectives that reflect the Foundational Objective(s) of the module must be developed to serve as the basis for developing the knowledge content, for identifying the processes and skills that students should attain in the completion of the module, for selecting learning resources to accompany the modules, and for providing instruction and assessment.

A variety of instructional approaches, assessment and evaluation techniques, and resources should be considered in order to meet the objectives for the module, as well as to meet the needs and capitalize on the strengths of the students.

- It is expected that the Core Curriculum philosophy will be adhered to during the development and implementation of extended study modules.

Additional Foundational Objectives Examples

Subject Area Content Foundational Objectives

- To provide advanced learning opportunities within the context of [.....].
- To demonstrate an appreciation for [.....].
- To explore technological advancement opportunities [.....].
- To develop skills to secure and maintain meaningful employment opportunities in [.....].

Common Essential Learnings Foundational Objectives

- To foster creativity and problem solving in order to provide a service or function. (CCT)
- To understand and use the vocabulary, structures and forms of expression that characterize the particular PAA area of study. (COM)
- To strengthen understanding within the particular PAA area of study through applying knowledge of numbers and their interrelationships. (NUM)
- To participate in activities and assignments that focus thinking on the purposes which knowledge, decisions, or actions serve. (CCT)
- To develop an understanding of both the value and limitations of technology within the topic. (TL)
- To understand, analyze, and evaluate technological developments and their implications and contribute to related decisions in meaningful and relevant ways. (TL)
- To develop understanding of, and experience with, moral reasoning. (PSVS)

- To practise and reflect upon cooperative, respectful, and emphathetic behaviours. (PSVS)
- To develop abilities to meet personal learning needs. (IL)
- To assist others to perform tasks or procedures. (IL)

Work Study Guidelines

A. Introduction

Aim

The aim of the work study component is to provide work-based learning within the context of an area of study. Work study is intended to provide students with experiences that will assist them in making career development decisions.

Goals

- To create a connection between school and work.
- To demonstrate the relevance of theoretical learning through practical application in the workplace.
- To demonstrate the relevance of theoretical learning through practical application in the workplace.
- To develop students' skills and abilities through a practical approach.
- To develop and enhance employability skills.
- To provide students with awareness of potential career path options.
- To develop business and education partnerships.

Work-based Learning

Work-based Learning (WBL) means a course or a component of a course:
- that is approved by the Department and an educational institution
- that provides for students to be placed in the workplace as learners doing work.

There are two major types of WBL taking place in the PAA:
- work exploration
- work study

In those courses where students gain experiences in the workplace for the purposes of learning more about work, for developing generic employability skills, and for exploring and experiencing potential career development decisions, students are using WBL for exploratory purposes. Those students who use WBL to develop or enhance skills specific to a particular occupation (e.g., Welding) are pursuing skills development in a work study approach. In either case, a variety of factors are exactly the same and similar considerations must be made. These guidelines are designed to support either approach.

Background

Experiential learning opportunities such as those in Career and Work Exploration have evolved, driven by employment trends, Labour Market Information (LMI), industry

expectations, student needs, and public demand. Since the release of the Conference Board of Canada *Employability Skills Profile* (1992) which was updated as the *Employability Skills 2000+ (*2000) Transition-to-Work programs have increased and have expanded to cover a broader scope.

When deciding to make use of work-based learning and work exploration or work study, awareness of the local labour market and access to labour market information is important. Those entering the work force for the first time require a multiplicity of well-honed skills and abilities to cope with change. Collaboration and cooperation between business and education result in mutual benefit to both sectors. Care needs to be taken to ensure that contracts, training plans, monitors, and registration at Regional Office (to ensure Workers' Compensation Board insurance coverage) are in place to protect all parties involved, (see Appendix G.) and to maximize the benefits of the program.

Career and Work Exploration - A 2002 Saskatchewan Education curriculum offering in which students learn about work rather than receive training in a specific occupation. This series of optional courses within the PAA provides students the opportunity to be placed at a variety of work sites. Students enrolling in Career and Work Exploration increase career awareness, practise career exploration, and gain workplace experience while developing generic employability skills. See Saskatchewan Learning's renewed *Career and Work Exploration 10, 20, A30, B30 Curriculum Guidelines* (2002).

Job Shadow - This is a career exploration activity in which a student shadows an employed worker to learn more about his or her job. This activity is integrated into such courses as Life Transitions, Middle Level Career Guidance, or other PAA courses. The *Take Our Kids to Work Program* is an example of a job shadow activity for students in grade 9.

Mentoring - This involves pairing students with adults in the community to support learning about work or other issues related to career development. Often this activity takes place beyond the regular school day and is a partnership established with a goal of sustainability beyond the course or class in which it was established. Mentoring requires the committed involvement of community adults willing to work with students on a continuing basis during working hours and beyond. Mentoring for the *Skills Canada Saskatchewan* competition is an example.

B. Preparation for Work Study - Critical Questions

WBL involves learning beyond the walls of the classroom and the school. There are legal, ethical, and logistical issues that the teacher must be familiar with prior to initiating a work study module. The following questions should be considered:

- What is the purpose of the WBL? Is it to provide opportunities for exploration or to develop specific skills in a work study approach?
- Are sufficient and appropriate work sites available?
- What are the work-site supervisor's qualifications?
- What PAA course is going to be offered?
- Are these work hours providing time credit toward a registered apprenticeship? If so, teachers may wish to consult with the Apprenticeship and Trade Certification Commission personnel in the region and/or read *High School to Apprenticeship: A Link to the Future* (2001), for additional information and appropriate recordkeeping materials and procedures.
- Has the mandatory training plan been developed? Will the training plan be developed at the school or in collaboration with the employer?
- Has there been a formal motion of the school division board approving the work based learning activities?
- Has appropriate commitment been made by school and community personnel to establish this kind of program in the local setting?
- Have a variety of scheduling opportunities been considered for this program?
- What are the roles and responsibilities of school division and school-based personnel?
- Have criteria for student evaluation and assessment and program evaluation been established? Who will be involved in these processes; e.g., students, parents, teachers, employer, administrators?
- What are the local policy statements regarding student transportation to the work site?

C. Implementation of Work Study

1. Communication and Promotion

WBL involves the community as a whole. Before WBL can be successfully implemented the community must be prepared. A communication plan will help the community to understand the rationale for the program, the importance of partnerships the need to create learning opportunity for youth, and the need to share expertise, and resources. Laying a foundation in the community is necessary before launching a work study initiative. Discuss the PAA program with parents and community groups such as Chamber of Commerce, major service clubs, seniors groups and other CBOs

2. Feasibility

A feasibility study should be undertaken to ensure sufficient and appropriate employers exist and are willing to participate in the program. WBL Coordinators or Career and Work Exploration teachers/coordinators (when available) should work closely with Practical and Applied Arts teachers. Otherwise, an administrator or a designated PAA teacher may have to coordinate the work placements.

3. Implementation Criteria

The steps below should be adhered to when implementing WBL, including a work study component in the PAA:

1. Be familiar with the *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* (2002).
2. Recruit placements and work sites.
3. Ensure appropriate recordkeeping procedures are established. (See sample templates attached.)
4. For Workers' Compensation Board insurance coverage, register students with the Regional Office of Saskatchewan Learning. Students may not be paid when participating in the workplace as learners. Paid employment beyond the work study results in the student being considered as the same as any other salaried worker.
5. Check school and school division policy statements, especially those regarding out-of-school learning components. Some schools have policy regarding monitoring that may exceed the terms or requirements suggested in these guidelines.

4. Managing Work Study

Schools and school divisions should determine which personnel have been assigned the responsibility for WBL. Certified teachers are responsible for recruiting employers and determining student work placements are safe and appropriate. Coordination prevents duplication of requests and allows the organization an opportunity to capitalize upon individual expertise.

The following attributes would contribute to the selection of appropriate teachers/coordinators. They should:

- know the community and its assests and capacity to support WBL
- understand the business community and preferably have some actual experience
- understand WBL
- have organizational skills for maintaining records and reporting procedures
- work cooperatively with other teachers doing WBL
- have strong assessment, monitoring, and evaluation skills
- relate to students with sensitivity to their individual needs
- be able to develop a public information package and be able to communicate the key messages to parents and community groups to elicit support for WBL
- understand career development.

5. Employer Supervisor and Work-Site Recruitment

The opportunity to use the resources of the business community and other community based organizations (CBOs) provides realistic learning experiences for students. These experiences provide students with the opportunity for personal evaluation and for growth and development as responsible citizens.

Create a bank of potential community based employers or volunteer CBOs.

The employer bank should cover a range of work placements that represent the potential employment spectrum.

When an employer is being recruited, it is required that the teacher:

- tour the work site and identify appropriate and safe work placements
- develop a training plan.

It is also recommended that the teacher:

- discuss with the employer supervisor the program, benefits, training possibilities, responsibilities, and insurance
- identify expected commitment
- obtain the employer supervisor's written commitment to participate.

6. Commitment

School divisions or schools considering the implementation of WBL should recognize the need for commitment in a broad range of areas and across a broad spectrum of people if the program is to be successful. The first step is to obtain community commitment by conducting a promotional campaign to ensure that the rationale and expected benefits of the program are clearly communicated. This community campaign should be followed by a feasibilty study to determine the likelihood of success in the local community.

Pending a favourable response to the public relations campaign and the feasibility study, it is then the responsibility of the school division board to signify its commitment through a formal motion of the board.

As well, it is necessary for the board and its administration to commit support for WBL by providing budget, personnel and teacher release time required for recruitment of work placement sites, monitoring students during the placements, teacher travel to and from the sites and rescheduled time for teacher(s) to observe, evaluate and record student and employer success in the WBL experience. The school division must also commit to staffing needs that require a Saskatchewan certified teacher employed as a teacher to do the site monitoring and student evaluation to submit marks on behalf of the student participants.

Additionally, teachers, employers and students should realize the many benefits that come from work study experiences, but must also understand the need for their own commitment to ensure the success of the program.

7. Training plans

Saskatchewan Learning provincial curriculum guides in the PAA clearly document the learning objectives and expected outcomes for a WBL experience. A training plan must be completed before the student begins the WBL. This ensures that the student has a meaningful learning experience. A training plan is the outline of the skills a student needs to learn/practise at the work site. Training plans can be easily prepared using the curriculum, choosing specific objectives and the related Common Essential Learnings or Employability skills, and by working in conjunction/consultation with the employer to verify the expectations. Training plans specify whether students are expected to observe, assist, or perform each skill and the level of attainment they should demonstrate. (Sample templates are included in all trade-related PAA curricula.)

D. Student Preparation, Employer Preparation, Monitoring, and Evaluation in the Workplace

To ensure a successful WBL experience, the following guidelines are recommended. Management procedures address communication and legal issues and fall into three categories: student preparation, monitoring, and evaluation. Legal issues refer to things such as: parental consent, safety, and Workers' Compensation Board (WCB) coverage.

1. Student Preparation

a) Preparation

The preparation module in each PAA curriculum guide prepares students for the work place. This standard module for work preparation and follow-up outlines required topics.

b) Parental Consent Form

A parental/guardian consent form must be signed. This form is required as part of the documentation required for WCB insurance coverage. (See Appendix G.) No student will be allowed to participate in the program until this form has been signed by a parent or guardian.

c) Review role and responsibilities of students.

2. Employer Preparation

a) Visit the worksite discuss WBL opportunity, inspect for safety.

b) Employer's Information Package

Participating employers should be provided with locally developed information package containing material such as:

- rationale for WBL
- expectation of employers
- implications of the work place
  - Trade union Act
  - WCB coverage
- student log sheets
- student information sheet or resume
- student evaluation sheet
- outlines of school-based in-class components/related materials
- calendar of placement times and dates
- training plans
- program evaluation templates
- mechanism for resolving problems

c) Understand the implications of the Trade Union Act

The Trade Union Act applies to persons in a work situation that are employees as defined by *The Trade Union Act*. An employee/employer relationship is generally defined by the payment of remuneration. The employer pays and has the ability to hire, dismiss or discipline the employee, and the ability to exercise fundamental direction and control over the performing of the work by the employee. Career and Work Exploration students clearly should not be considered as employees because there is no remuneration paid, there is no ability by the employer to hire, dismiss or discipline the student, and there is no intention to create an employee/employer relationship.

The student is in the workplace as a learner. The work experience/work study placement will not affect the tenure of the existing employees and the student placed would not be doing additional work for which the business would otherwise have to employ other employees. It is, however, important that the fundamental direction and control of the work of the student in a work-based learning situation remain as much as possible with the educational institution. The teacher and the employer should determine the areas in which the student will work and should regularly monitor the activities and progress of the student.

When placing students in work-based learning situations that involve unions, it is important to make the union as well as the employer aware of the rationale of the program and to have approval of both the union and the employer before placing the student. Other considerations should include recognition of the work of the bargaining unit, any applicable collective bargaining agreement, and concerns of the local union. Teachers should make the local union representative aware of the WBL placement and the temporary nature of the placement.

2. Monitoring in the Workplace

a) Objectives of monitoring are to:

- ensure the student is being provided with a meaningful and appropriate WBL experience
- ensure the student is working in a safe environment
- ensure compatibility between student and work place
- ensure the supervisor is meeting his/her responsibilities and following the training plan;
- promote a good public image for the program and school
- evaluate student performance in consultation with the workplace supervisor
- be aware of possible problems and develop possible solutions
- keep accurate records.

b) Process of Monitoring

- Minimum monitoring expectations require a monitoring visit to each student at the work placement site at least twice in the first 25 hours of work exploration or work study, and once in each additional 25 hours of work-based learning.

- Those systems offering a 25 hour work study experience and wishing to compact the experience, over a week or weeks rather than spreading it over a semester, must meet the minimum monitoring requirements of twice in 25 hours.
- In a situation where 50 hour of work study or work experience is compacted into one continuous work placement (e.g., over a continuous two week period), a minimum of three monitoring visits will be required.
- In a situation where 75 hours of work experience is offered, either in a compacted or distributed format, a minimum of four monitoring visits will be required.
- The monitor must participate in dialogue with the employer and the student.
- It is important to discuss any problems at the site and work with the employer and student to resolve the problems. It is necessary to advise the school administration about situations involving theft, injury, harassment, abuse, insubordination, and possible termination of the WBL placement.

Telephone conversations with the employer supervisors and casual contact with the students should be used to reinforce the on-site monitoring. These methods **do not** replace on-site visits and **do not** constitute monitoring.

c) Suggestions for Engaging the Employer During Monitoring

The employer supervisor plays a key role in a successful WBL program. Input and feedback from these individuals is important. Teacher monitors are encouraged to ask questions and carry on discussions with employer supervisors in the following areas:

Information about the program:
- have safety procedures been outlined to the student?
- have hours of work, lunch breaks, coffee breaks been outlined?
- is the student aware of facilities available ? Cafeteria/lunch room? Health room?

Employer roles and responsibilities:
- has the student been introduced to staff?
- has the student been given a tour of the entire company?
- has the dress code been explained?

Student roles and responsibilities:
- stress the need for punctuality to the student.

Student progress:
- how is the student progressing in terms of the training plan?
- has the method of reporting absence been explained?

Monitors are encouraged to review the objectives and/or purpose of the program often with the employer.

d) Recordkeeping During the Work Placement

It is important to keep accurate records specific to the program (teacher records) and to the students registered as participants in the program.

Program specific teacher records include:

- visitation log record
- teacher travel records.

Student records include:

- student evaluation completed by the teacher
- student registration with Regional Office for WCB insurance coverage
- Form 6 completion for time credit in a registered apprenticeship.

e) Follow Up Procedures

The follow-up module reinforces the learning acquired in the workplace. A standard module for WBL follow-up in each PAA course outlines required topics.

- Ask the employer to complete an evaluation form for each student placed.
- Arrange to provide employer evaluation feedback to the student(s). Wherever possible this may be completed in consultation between the student and the employer and then authorized by both.
- Provide the student with a copy of the evaluation that may be included in his or her portfolio.

Refer to sample follow-up discussion questions in Appendix E of the *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* (2002).

3. Student Evaluation

Evaluation and assessment techniques should suit the Foundational Objectives and the Learning Objectives of the PAA course. In the case of WBL, evaluation and assessment should also complement the training plan. (Sample templates are included in Appendix E of *Career and Work Exploration 10, 20, A30, B30 Curriculum Guide* (2002) and Appendix F in this document.) The evaluation of the student's WBL should be based on the following:

- the employer's evaluation of the student's performance
- daily log sheet
- attendance
- teacher observations.

Both qualitative and quantitative information about the work exploration or work study is of value in determining the student's final standing in the PAA course.

Transfer Credit

One of the goals of the new PAA curriculum is to provide transfer credit wherever possible. This will occur when articulation agreements are formulated that enable students to obtain credits recognized by both the K-12 education system and the post-secondary education system (e.g., SIAST). For example, a student may be enrolled in Autobody courses at the Secondary Level and her/his learning may also be recognized in a

post-secondary program of study at SIAST. In the designated trades courses, time credit for the hours a student accrues at the Secondary Level, under the supervision of a journeyperson in the trade, may be applied toward a subsequent registration as an indentured apprentice in the designated trade, following high school completion. Appropriate documentation of these hours must be maintained. WBL provides opportunities that support transfer credit.

E. Responsibilities of Participants in the Program

1. Roles and Responsibilities of the Business Employer

- select workplace/employer supervisor carefully
- provide the student with meaningful learning experiences according to those outlined in the curriculum guide and training plan
- provide a thorough orientation for the student and the teacher coordinator
- explain to student(s) the rules, regulations, and expectations for the student particular to the business or work setting
- where possible, support the student accruing hours towards journey status
- plan frequent one-on-one discussions with the student to encourage, support, and educate
- be aware of:
  - responsibilities regarding absenteeism
  - students' transportation issues
  - objectives of the program.
- supply the teacher monitor with a written evaluation of the student's performance, from the workplace perspective, on the student's last working day or as soon as possible thereafter. Wherever possible, this should be done in collaboration with the student and signed by both the workplace/employer supervisor and the student
- assist the teacher/coordinator to evaluate the student as an entry level employee
- supervise the student and permit the teacher to monitor the student placement
- ensure that the student, as a learner, shall in no way affect the job security of an employee, nor the employer's hiring practice with regard to full or part-time employment
- assume responsibility for obeying or adhering to all applicable Occupational Health and Safety and Labour Standards legislation and regulations, including Workplace Hazardous Materials Information System (WHMIS)
- treat the student as a regular employee for the purpose of the application of the labour statutes of Saskatchewan, if the employer employs the student outside the scope of the agreement
- encourage open communication
- work out problems involving the student in the worksite with the student and the teacher/supervisor.

2. Roles and Responsibilities of the Student

- attend regularly and punctually
- notify employer and teacher if unable to attend work or if planning to be late for work

- local policies may require that the student(s) make up any time missed from work
- perform the work duties (outlined in the training plan) assigned by the employer in consultation with the teacher supervisor
- work the hours established by mutual agreement of the student, employer, and the workplace
- follow the rules and regulations of the work placement, giving special care to understanding of safety regulations
- maintain a daily log
- participate in student evaluation consultation as requested by the employer supervisor or the teacher
- relate the activities from the school-based/in-school component to the work exploration/work study component
- express appreciation to co-workers and employer supervisor
- notify the teacher of any on-the-job problems/concerns
- arrange transportation to the work site as outlined in the School Division policy
- recognize that the placement may be discontinued
- respect the confidential nature of information within the work placement
- immediately report errors made to the employer/workplace supervisor
- participate in program evaluation at the end of the course.

3. Roles and Responsibilities of the Teacher Supervisor

- visit the work placement site in advance to meet the employer, discuss the WBL program, become knowledgeable about the work being done on the site and about work site safety
- register all student participants with the Regional Office of education for the purposes of Workers' Compensation Board insurance coverage
- collaborate with the employer to develop the training plan of the content to be covered at the work site
- provide adequate supervision to the student throughout the placement;
- meet monitoring requirements
- ensure that the workplace/employer supervisor and the student, together, establish a realistic goal for the placement
- ensure proper lines of communication are established
- inform the employer supervisor of his or her authority over a student and assist in informing the student of her/his rights and responsibilities
- ensure that feedback is received from the employer supervisor and student and that the feedback is continuous throughout the work placement
- liaise between the student and employer supervisor in conflict situations
- ensure that required personal protective equipment (PPE) is available to the student before the work placement is undertaken
- ensure that the student understands the employer's expectations regarding attendance, dress code, tardiness, etc. prior to the first experience
- in consultation with the workplace/employer supervisor, determine what skills the student has acquired and/or enhanced during the work placement
- regularly review the student's daily log
- submit student marks for the course(s) of study.

4. Roles and Responsibilities of the School

- accommodate the work exploration with work study component
- provide the supervisory teacher with adequate time for site visits and monitoring
- include parents in the process of information sharing.

F. Legal and Ethical Concerns

Teacher supervisors should be familiar with legal and ethical issues they could face in the daily process of monitoring work placements. Legal issues include knowledge of legislation pertaining to workers' compensation, freedom of information, human rights, education, young offenders, etc. Ethical issues are those dealing with program, supervisory, and professional conduct. Work with administrators, counsellors, and partners on these. Consult the following references.

1. Workers' Compensation Agreement.

2. Business-Education Partnerships - Ethical Guidelines (See the Department's *Saskatchewan Partnerships* document).

3. Relevant legislation affecting work experience education.
   - *Occupational Health and Safety Act*
   - *Labour Standards Act*
   - *Trade Union Act*

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Appendix A: Blueprint

COMPETENCIES	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
		A. PERSONAL MANAGEMENT		
1. Build and maintain a positive self-concept	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-concept and understand its influence on one's life and work	1.3 Develop abilities to maintain a positive self-concept	1.4 Improve on abilities to maintain a positive self-concept
2. Interact positively and effectively with others.	2.1 Develop abilities for building positive relationships in one's life (I)	2.2 Develop abilities for building positive relationships in one's life (II)	2.3 Develop abilities for building positive relationships in one's life and work	2.4 Improve on abilities for building positive relationships in one's life and work
3. Change and grow throughout one's life	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (I)	3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
		B. LEARNING AND WORK EXPLORATION		
4. Participate in life-long learning supportive of life/work goals	4.1 Discover "life-long learning" and its contributions to one's life and work	4.2 Link life-long learning to one's life/work scenario, both present and future	4.3 Link life-long learning to one's career building process	4.4 Participate in continuous learning supportive of life/work goals
5. Locate and effectively use life/work information	5.1 Discover and understand life/work information	5.2 Locate, understand and use life/work information	5.3 Locate, interpret, evaluate and use life/work information (I)	5.4 Locate, interpret, evaluate and use life/work information (II)
6. Understand the relationship between work and society/economy	6.1 Discover how work contributes to individuals and the community	6.2 Understand how work contributes to the community	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
		C. LIFE/WORK BUILDING		
7. Secure/create and maintain work	7.1 Explore effective work strategies	7.2 Develop abilities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. Make life/work enhancing decisions	8.1 Explore and improve decision making	8.2 Link decision making to life/work building	8.3 Engage in life/work decision making	8.4 Incorporate adult life reality into life/work decision making
9. Maintain balanced life and work roles	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to life/work building	9.4 Incorporate the "balanced life/work" issue in life/work building
10. Understand the changing nature of life/work roles	10.1 Discover the nature of life/work roles	10.2 Explore non-traditional life/work scenarios	10.3 Understand and learn to overcome stereotypes in life/work building (I)	10.4 Understand and learn to overcome stereotypes in life/work building (II)
11. Understand, engage in and manage one's own career building process	11.1 Explore the underlying concepts of the life/work building process	11.2 Understand and experience the process of life/work building	11.3 Recognize and take charge of one's life/work building process	11.4 Manage one's life/work building process

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Appendix B: Employability Skills

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

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Appendix C: Determining an Apprenticeship Route

During the renewal of the Practical and Applied Arts (PAA), Saskatchewan Learning has signed an articulation agreement for "course name" with Saskatchewan Post-Secondary Education and Skills Training (SPEST), Apprenticeship and Trade Certification Commission (ATCC) and Saskatchewan Institute of Applied Science and Technology (SIAST).

Before school divisions start or renew a program in "course name", they must be aware that the "course name" requires a certain level of student maturity. Certain modules are recommended for Middle Level and the modules available for grade 7-9 students are listed in the PAA Survey Guideline section of the *Practical and Applied Arts Handbook*.

Pure 100 hour courses are available in the "course name" beginning at the grade 10 Level. Students may take "course name" with no intent to pursue a related career.

Articulation

Saskatchewan Learning, in consultation with the PAA Reference Committee, has agreed to develop adequate hours of provincial curriculum in the various designated trades areas of high school curriculum. They also agreed to provide limited practical experience, to meet the Level I requirements (or their equivalent), as outlined by the Apprenticeship and Trade Certification Commission (ATCC) of Saskatchewan Learning, in collaboration with the Trade Board (TB).

Articulation agreements among the educational partners have been established to accommodate high school graduates who have met the Level I requirements outlined in the high school curricula and who have followed the procedures specified by the *ATCC High School to Apprenticeship: Linking to the Future. A Handbook for High School Administrators and Student Counsellors*. Those students may challenge the Level I trade exam. Successful students will receive Level I theory advanced standing in appropriate SIAST programs, and Prior Learning Assessment Recognition (PLAR) time credit hours for time spent with a journeyperson in the workplace, toward apprenticeship standing in the trade.

Training plans included in **"Appendix"** have been designed to provide direction for Level I skill development in the classroom and in the workplace.

School divisions/schools seeking "course name" articulation with Apprenticeship for students graduating from high school may register and challenge the Level I exam, by completing the following steps:

- Everyone must have studied *High School to Apprenticeship: Link to the Future* (2001).
- The Level I theory identified below in "course name" must be covered thoroughly by the certified teacher and students.

- Practical experiences must be simulated in the school setting or through the optional work study modules used in partnership with local businesses and journeypersons.

- **If the teacher is not a journeyperson, the teacher must take an approved accreditation course. This will provide the necessary background skills to evaluate Level I theory and practice in their school, for students who are following the trade pathway to apprenticeship.**

The accreditation course would require the approval of each of the following: Saskatchewan Learning, ATCC, SIAST, and the STF.

- To challenge Level I, the teacher should recommend only those students who have successfully completed the Level I practical and who have aspirations of pursuing further training in the apprenticeship trade. Registration for the Level I exam is managed by ATCC. Students challenging the Level I apprenticeship theory exam must attain a mark of 70% to pass; therefore, they should probably be achieving at the 80% range or higher in all aspects of the apprenticeship course guide.

- The students must state their intention to write the Level I exam prior to the successful completion of the final high school course(s) and they must receive permission to proceed from the qualified instructor.

- The teacher must notify ATCC at least two months prior to the writing of the Level I exam, stating the intention to have students write and indicating the number of exams required. Verification of the high school trade course marks and the examination fee must be submitted for each student eligible to write.

- The ATCC will administer the Level I exams to high school students during the January and June Departmental Examination writing sessions as arranged. The dates for the writing weeks are established annually and distributed to the schools in the *Registrar's Handbook for School Administrators*. (Contact Student Records at Saskatchewan Learning).

- Apprenticeship exams will be returned to the ATCC for grading and evaluation.

- Marks will be mailed to the student at the school. ATCC will record the marks for the Level I exams. For more information about trade articulation and a guide, see the *High School to Apprenticeship: Link to the Future* document developed by ATCC.

- SIAST and ATCC will make notification of change to the Level I apprenticeship requirements in the trade to teachers via the Evergreen Curriculum website at Saskatchewan Learning.

- ***A high school graduate who has already received all the Secondary Level credits for "course name" and who passes the Level I exam will receive 300 hours of advanced standing in the "course name" at SIAST. Those students will also receive time credit recognition for practical experience under a journeyperson, provided appropriate documentation has been maintained.***

The following Saskatchewan Learning PAA "course name" modules must be successfully completed in order to meet the Level I requirements in the trade:

MODULE	TITLE	HOURS

The above modules have fidelity with the following SIAST modules:

Appendix D: Saskatchewan Labour

Saskatchewan Labour promotes safe, fair and cooperative workplaces. The Department's Prevention Services Branch is focusing on the education of future or new labour force entrants. Young or new workers are more likely than other workers to experience injuries, unfair labour practices or other negative incidents. There is a need to ensure that a person's first work experiences are safe and fair.

There have been a number of important changes to workplace legislation in recent years, including *The Occupational Health and Safety Act* and Regulations and the *Labour Standards Act* and Regulations. It is important that teachers and students have up-to-date information and skills before entering the workplace, whether it be a WBL work placement, or a part-time or full-time employment situation.

In Fall 1998, Saskatchewan Education partnered with Saskatchewan Labour to integrate safe and fair workplace practices into the PAA curriculum to enhance the learning context for presentations from workplace representatives and to identify and develop new resources.

Saskatchewan Labour is one of the provincial agencies that is involved in setting standards for safe, fair and cooperative workplace practices. The Department administers three pieces of legislation that govern workplace practices: *The Occupational Health and Safety Act*, *The Labour Standards Act*, and the *Trade Union Act*.

Occupational Health and Safety

The Occupational Health and Safety Act and *Regulations* set minimum standards for health and safety in the workplace. This includes physical safety as well as protection from harassment and violence. All workers under provincial jurisdiction are covered by the *Act* – there are no exceptions. Under the *Act*, everyone in the workplace has a role to play in maintaining healthy and safe workplaces.

Employers, contractors, suppliers, and owners are required by law to protect the health and safety of workers. This expectation applies to work placement students as well as paid employees. For example, the requirement for employers to provide training and orientation for workers regarding potential hazards in the workplace applies to all workers, including work placement students.

Employers are responsible for knowing and following the regulations related to their business or industry. Employers are also required to:

- develop and implement a harassment policy in their workplaces
- provide adequate training for all new workers and for existing workers who are assigned new tasks or are moved to a different worksite
- ensure close and competent supervision is provided until the worker has sufficient experience to perform the work safely
- put first aid, Workplace Hazardous Materials Information System (WHMIS), and emergency procedures in place

- provide a copy of the *Occupational Health and Safety Act* and *Regulations* for workers' reference
- establish procedures for reporting accidents
- hire according to age restrictions
- have a written health and safety program
- develop and implement a violence policy.

Workers have a responsibility to work and act safely on the job. They are expected to:

- take reasonable care for their health and safety and the health and safety of others who may be affected by their acts or omissions
- follow safe work procedures in the workplace
- participate in training provided by the employer
- use equipment in a proper manner
- wear and maintain any required safety gear (personal protective equipment)
- report any unsafe equipment or other safety hazards
- cooperate with the employer, occupational health committee or occupational health and safety representative.

Workers also have three basic rights that are protected by the legislation:

- the **right to know** about workplace hazards and how to deal with them
- the **right to participate** in health and safety activities in the workplace as a member of an Occupational Health Committee (in workplaces with 10 or more employees), as a safety representative (in higher-risk workplaces with 5 to 9 employees), or directly with the employer (where neither a committee nor a representative is required)
- the **right to refuse work** they believe to be unusually dangerous to themselves or others in the workplace.

Labour Standards

The Labour Standards Act sets basic standards for working conditions in Saskatchewan in areas such as hours of work, wages, termination and holiday pay. This *Act* is particularly significant for young people as it defines the conditions under which many of them will begin their work lives. Union contracts and professional association agreements often build upon the minimum standards and rights provided to workers in the *Act*.

The *Act* applies to all Saskatchewan employers and workers except farm workers, casual babysitters and employees working in federally regulated industries.

Except for the section on Pro-Rated Benefits, the *Act* is applied equally to all workers, including part-time, full-time, temporary, seasonal or permanent workers. There are, however, some partial exemptions. For example, managers are exempt from overtime provisions. Teachers are exempt from the sections on annual and public holidays and hours of work.

Saskatchewan workers have the right to receive:

- a 30 minute unpaid meal break within every five hours, when working six hours or more
- a "minimum callout" of $19.95 each time they report for work even if there is no work for them. Students in regular attendance during the school year, school janitors, noon-hour supervisors employed by a board of education, and school bus drivers are exempt
- notice of when their work begins and ends over a period of one week
- overtime pay (1½ times the regular wage) after working 8 hours/day, 40 hours/week or 32 hours/week with a public holiday
- paid public holiday pay for nine public holidays (for most part and full time workers)
- notice or pay in lieu of notice when terminated after being employed for three months or more. Minimum notice depends upon the worker's length of service with the employer.

Trade Unions

The Trade Union Act sets out the rights and responsibilities of workers and employers in organizing unions, bargaining collectively, and resolving union-management disputes.

All workers have the right to join a union. A union, chosen by a majority of workers, becomes the exclusive bargaining agent for the group. When a bargaining unit has been certified, the union may request the employer to deduct dues from wages and submit them to the union.

An employer must not:

- interfere with attempts to organize a union
- refuse to bargain with a certified union
- discriminate on the basis of union activity
- threaten to move or shut down during a dispute
- change rates of pay or conditions of work without negotiating with the union.

An employee or union must not:

- attempt to force a worker into union activity
- refuse to bargain collectively with an employer
- strike without the majority of the bargaining unit supporting the work stoppage
- interfere with a worker seeking support for decertification of a bargaining unit.

Ready for Work Resources

To assist young people in gaining practical knowledge and skills, Saskatchewan Labour has developed a number of resources for use in high schools. A variety of formats is available including brochures, fact sheets, videos, the internet and teaching modules.

The resources help young workers:

- understand their rights and responsibilities as potential workers, employers and/or supervisors
- develop skills in exercising both rights and responsibilities
- identify key questions, and how to ask them, to help make their workplace experiences safe, fair and co-operative
- know how to access information and agencies that can help them with workplace issues.

The five teaching modules that address students' transition-to-work needs include:

Module	Content	Length
Safety Works (Occupational Health and Safety for Young Workers)	includes activities that explore worker/employer health and safety rights and responsibilities in the workplace	Five – six hours
WHMIS (Workplace Hazardous Materials Information System)	includes activities that introduce basic WHMIS information and symbols	Two hours
Recognizing Hazards	includes activities that introduce hazard recognition (manual handling, hazardous substances, noise, harassment and violence) and prevention techniques	Three hours
Fairness Works: An Introduction to Labour Standards	includes activities to introduce provincial labour standards	One hour module
Fairness Works Labour Standards for Young Workers	includes more extensive activities to understand provincial labour standards	Four hour module

In addition, one-hour presentations on occupational health and safety and labour standards are available in partnership with other organizations.

Agencies and Legislation Governing Workplace Practices

Laws	Agency	Coverage	Purpose
a) Provincial			
The Occupational Health and Safety Act	Saskatchewan Labour www.labour.gov.sk.ca or call 1-800-567-7233	Saskatchewan employers and employees except those covered by the *Canada Labour Code*.	Sets minimum standards for health and safety in the workplace, including protection from violence and harassment in the workplace. Workers are protected from harassment in the workplace on the basis of race, creed, religion, colour, sex, sexual orientation, marital status, family status, disability, physical size and weight, age, nationality, and ancestry or place of origin.
The Labour Standards Act	Saskatchewan Labour www.labour.gov.sk.ca or call 1-800-667-1783	Most Saskatchewan employers and employees except those covered by the *Canada Labour Code*, farm workers and casual babysitters.	Sets minimum standards for fair working conditions regarding hours of work, wages, termination, equal pay, holidays, etc.
The Trade Union Act	Saskatchewan Labour www.labour.gov.sk.ca or call (306) 933-6587	Saskatchewan employers and workers.	Sets out the rights and responsibilities of workers and employers in organizing unions, bargaining collectively and resolving union-management disputes.
The Human Rights Code	Human Rights Commission www.gov.sk.ca/shrc/ or call 1-800-667-8577	Saskatchewan employers and employees except those covered by the *Canadian Human Rights Code*.	Addresses and discourages harassment and discrimination in the workplace on the basis of ancestry, nationality, creed, sex, age (18– 64 years), sexual orientation, religion, disability, place of origin, family status, marital status or receipt of public assistance.
The Workers' Compensation Act	Workers' Compensation Board www.wcbsask.com or call 1-800-667-7590	Most Saskatchewan employers and employees, except groups such as teachers belonging to the Saskatchewan Teachers' Federation or household servants working for the resident of a private home.	Protects workers and employees against the result of work injuries, illness or death.
b) Federal			
Canada Labour Code (Occupational Safety and Health)	Human Resources Development Canada http://labour.hrdc-drhc.gc.ca/ or call the nearest HRDC office	Federally regulated industries: air, inter-provincial rail, road and pipeline transportation, banking, broadcasting, uranium mining, shipping and related services, telecommunications, federal public service, Crown Corporations, and some employees involved with oil and gas exploration.	Administers programs and services that work towards preventing workplace accidents and exposure to hazardous substances that could adversely affect employees' health.
Canada Labour Code, (Labour Standards)	Human Resources Development Canada (as above)	Federally regulated industries as listed above.	Establishes and protects employers' and workers' right to fair and equitable conditions of employment regarding holidays, overtime, lay-offs, wages, sick leave, and so on.
Government Employees' Compensation Act	Human Resources Development Canada (as above)	Employees of the federal government.	Provides benefits to injured employees of the federal government.

Training for New Workers

All employers have responsibilities for ensuring the health, safety and welfare of the employees in their workplaces. Employers must provide training to new workers about the safety policies, safe work procedures and hazards specific to that workplace. The following topics need to be included in the orientation:

- Safety procedures and practices that are specific to the industry or type of work conducted at the workplace (e.g., hospitals, autobody shops, wholesale bakeries, food preparation, retail shops)
- Information about any hazards in the workplace and the procedures developed to address the hazard (may include policies about harassment and violence, as well as protection from physical, chemical or biological hazards);
- Use of the *Workplace Hazardous Materials Information System (WHMIS)* to identify hazardous materials in the workplace and the precautions to be taken when working with the materials;
- Location of First Aid supplies and/or facilities;
- Procedures in the event of fire or other emergencies;
- Identification of prohibited or restricted areas;
- Personal Protective Equipment (training in how to use and maintain the equipment); and,
- Procedures for reporting hazards and accidents.

"An employer shall ensure that no worker is permitted to perform work unless the worker:

- **has been trained, and has sufficient experience, to perform the work safely; ... or**
- **is under close and competent supervision.**"

(*The Occupational Health and Safety Regulations, 1996*, Section 19)

Training is defined as:

"the means to give information and explanation to a worker with respect to a particular subject-matter and require a practical demonstration that the worker has acquired knowledge or skill related to the subject-matter"

(*The Occupational Health and Safety Regulations, 1996*, Section 2)

Employment of Young People

An employer or contractor shall ensure that no person **under the age of 16 years** is employed or permitted to work:

- on a construction site;
- in a production process at a pulp mill, sawmill, or woodworking establishment;
- in a production process at a smelter, foundry, refinery or metal processing or fabricating operation;
- in a confined space;
- in a production process in a meat, fish, or poultry processing establishment;
- in a forestry or logging operation;
- on a drilling or servicing rig;
- as an operator of powered mobile equipment, a crane, or a hoist;
- where exposure to a chemical or biological substance is likely to endanger the health or safety of the person; or
- in power line construction or maintenance.

An employer or contractor shall ensure that no person **under the age of 18 years** is employed:

- underground or in an open pit at a mine;
- as a radiation worker;
- in an asbestos process;
- in a silica process; or
- in any activity which requires the use of an atmosphere-supplying respirator.

(The Occupational Health and Safety Regulations, *1996; Sections 14(1) and 14(2)*)

Workplaces Required to have an Occupational Health and Safety Program

Although it is recommended that all workplaces have a written health and safety program, only employers in moderate to high-hazard industries with ten or more workers are **required** to implement a health and safety program. Those industries include:

- hospitals, nursing homes, home care, metal foundries and mills; and workplaces at which the following types of work are performed:

• aerial crop spraying, operation of helicopters, water bombing • wholesale baking, dairy products, soft drinks and food preparation and packaging • forwarding and warehousing as a business • building construction • camp catering • forestry work other than pulp and paper production • farming and ranching	• hard rock mining, shaft sinking and cross cutting • oil and gas drilling, well servicing with a rig, water well drilling • trucking • processing meat, poultry and fish • oilwell servicing • road construction and earthwork, urban sewer and water construction, tunnelling

(*The Occupational Health and Safety Regulations,* 1996; Section 22 and Table 7)

Workplaces Required to have a Violence Policy

Places of employment that provide the following services or activities are required to have a violence policy statement:

• Services provided by health care facilities • Pharmaceutical-dispensing services • Education services • Financial services • Police, corrections, or other law enforcement services • Security services	• Crisis counselling and intervention services • Taxi and transit services • The sale of alcoholic beverages or the provision of premised for the consumption of alcoholic beverages • Retail sales in establishments that are open between 11:00 p.m. and 6:00 a.m.

(*The Occupational Health and Safety Regulations* 1996; Section 37)

Appendix E: Saskatchewan Labour Force Development Board

"The Saskatchewan Labour Force Development Board is committed to ensuring that youth have the ability to make decisions on all of their career options: trade, technical and professional occupations; college and university programs; self-employment and entrepreneurship; and community-service learning opportunities."

Contact the SLFDB for additional resources and supports.

Saskatchewan Labour Force Development Board
#202-2222 13th Avenue
Regina, SK S4P 3M7
Phone (306) 352-5999
Toll-free 1-800-394-3899
Fax (306) 757-7880

slfdb@slfdb.com
www.slfdb.com

Appendix F: Sample Template for Survey Course Recordkeeping

Student Name: _____

Student Number: _____

Practical and Applied Arts Survey Course Level: _____

Module Code	Modules	Hours	Date	Teacher Initial

Note: When completed at the school level, print this on school letterhead.

Note: When the Extended Study, Work Study Preparation and Follow Up Activities, and Work Study modules are studied for the first time, record the module number and the letter A (Extended Study Module 99A). If the module is repeated at another level, the module is recorded using the letter B (Extended Study Module 99B).

An electronic recordkeeping system has been developed and a link for information about it is at http://www.sasked.gov.sk.ca/docs/paa/records.html.

Appendix G: Schedule "A" Work-Based Learning Consent Form

(From WCB Agreement)

Introduction

Work-based learning is a school program whereby students practise theory learned in school by working with a local employer. Students are not paid and may be placed with more than one local employer.

Students participating in the program are covered under the provincial workers' compensation scheme during the time spent in the work-based component. Workers' compensation is a collective liability no-fault protection plan for injured workers. A work injury is essentially a chance event occasioned by a physical or natural cause. *The Workers' Compensation Act, 1979* (the "Act") provides students with compensation for medical expenses and may provide compensation for loss of certain future wages. All long term benefits provided under the Act apply to students in work-based learning. Registered employers and their workers who participate in work-based learning cannot be sued for injuries that occur to students arising out of and in the scope of employment.

The Workers' Compensation Board (the Board) and the Minister of Learning (the Minister), entered into a Memorandum of Understanding (the agreement) to extend the foregoing workers' compensation benefits to eligible students while in work-based learning. The Minister applied to the Board to extend coverage under the Act to eligible students. The Board ordered that such students be covered, upon the proper completion of the following consent.

The Act and the agreement more particularly detail the rights and obligations of students in work-based learning.

Consent

The student (and the parent/guardian of the student, if a minor) consent:

1) to the eligible student participating in a work-based learning program and
2) to the Minister having applied on behalf of the eligible student to the Board for an order that the student be brought within the scope of *The Workers' Compensation Act, 1979* as a worker.

Dated at _____, Saskatchewan this _____ day of _____, 20____.

_____ _____

Student Parent/guardian (of a minor student)

_____

Witness (for an adult student)

Appendix H: Form 6 -- Verification of Trades Letter

SAMPLE FORM – Obtain full document from address below

Saskatchewan Apprenticeship and Trade Certification Commission

2140 Hamilton Street
Regina, Saskatchewan
S4P 3V7

Tel (306) 787-2444
Fax (306) 787-5105

Form 6

Verification of Trade Experience Letter

This letter is to verify the type of work a person performs in a specific trade.

**Use one verification letter per employer.*

Social Insurance Number _____

Please check one of the following:

- New Apprenticeship Contract (must be accompanied by Form 1)
- Placement on Apprenticeship File (updating hours)
- Examination (must be accompanied by Form 2)
- Request for Journeyperson Certificate (must be accompanied by Form 3)
- Entry into Upgrading Course (must be accompanied by Form 4)

Trade _____

Name of Apprentice/Tradesperson (last/first) _____ Sample Only _____

Address _____

City/Town _____

Postal Code _____ **Telephone** _____

Company Stamp If Available

Name of Company (Employer) for Which Trade Experience is Being Verified

_____

Address _____ **Telephone** _____

City/Town _____ **Postal Code** _____

Period of Employment From _____ (D/M/Y) to _____ (D/M/Y)

Please refer to Period of Employment instructions on reverse.

Work Performed At _____ (City/Town)

Document only the time spent actually working the trade, using the tools of the trade.

Please refer to Trade Experience instructions on reverse.

Description of Work Performed	**Trade Experience in Hours**
Total Hours	

FOR COMMISSION USE ONLY

Time Assessed _____ Hours Date _____ Assessed by _____

If the work was supervised by a Journeyperson:

Name of Journeyperson _____ Certificate # _____ Trade _____

Signed this _____ day of _____ 200__

_____ Signature of Witness*

_____ Name of Witness (Please Print)

Address _____

Telephone _____

_____ Signature of Appropriate Person**

_____ Name of Appropriate Person (Please Print)

Position _____

Address _____

Telephone _____

*The witness may not be the subject (apprentice or tradesperon applying) of this letter.

**An Appropriate Person: employer, employer's representative or journeyperson supervising the work.

Instructions

a) **Period of Employment**: When you submit the ***first*** Form 6, the period of employment ***starts with the day you started with the employer and ends with the day you fill out the form.*** The period of employment on the *second*, Form 6 you submit starts the day after the day listed on the first Form 6 and ends the day you fill out the form.

Example: First Form 6: 15/01/99 to 15/06/00
Second Form 6: 16/06/00 to 30/12/00

b) Trade Experience in Hours:
Refers to the number of hours you worked in the period of employment.

Example:

Description of Work Performed	**Trade Experience in Hours**
Gears	40 hours
Transmissions	75 hours
Total Hours	115 hours

Affidavit for Verification of Trade Time

An Affidavit is to be used only when confirming trade time in the following instances:

a) a business is no longer in existence;
b) self-employment. (Attach copy of business license or letter from: town clerk, municipal secretary, or person in authority in the community acknowledging that during the period in question, the tradesperson was known to be an owner/operator of a business.)

Canada
Province of Saskatchewan

To Wit:

In the matter of the verification of trade time in the _____

trade, I _____ of _____
Address/ Postal Code

_____

do solemnly declare that said verification of trade time as stated on the reverse side of this document is accurate and I make this solemn declaration conscientiously believing it to be true and knowing that it is of the same force and effect as if made under oath and by virtue of the *Canada Evidence Act*.

Declared before me at the

_____ Of _____ in
City/Town

the Province of Saskatchewan this _____ day

of _____ A.D., 200_.

_____
Signature of Tradesperson

_____
Commissioner of Oaths in and
For the Province of Saskatchewan
My Commission expires:

Appendix I: PAA Cluster Chart

CLUSTERS (Create "career maps"/"occupational pathways")

Communications	Agriculture (Value-added)	Design (Construct/ Fabricate)	Care and Hospitality	Transportation	Resources (Natural)
• digital (audio, video) • graphics • multimedia • print • publish	Food • chemicals • machinery • preservation • processing • producer/consumer • safety • technology • value	• assembly/fashion (clothing) • commercial • community • recreational • residential	• accommodation & travel • child, home, geriatric • family • food prep & service • nutrition • tourism	• goods • people	• air, soil, water • energy • forestry • mining • petroleum • wildlife (Renewable and Non-renewable)
• Apprenticeship • Career Development • Community Project(s) • Employability Skills • Entrepreneurial Skills • Occupational Skilling • Personal Accountability • Processing of Information • Teamwork • Work Study/Education					
- Information Processing		- Design Studies	- Accounting - Commercial Cooking - Life Transitions - Cosmetology		
- Communication Production Technology (CPT) - Theatre Arts	- Agriculture Studies - Food Studies - Horticulture	- Interior Design - Clothing, Textiles, Fashion - Drafting - Housing			- Energy and Mines - Forestry - Wildlife Management
- Electricial and Electronics	- Machining - Pork Production	- Construction and Carpentry - Welding	- Tourism, Hospitality, and Entrepreneurship	- Autobody - Mechanical and Automotive Studies	
- Graphic Arts - Photography	- Agriculture Technician (ATEC) Program	- Upholstery	- Other?		- Other?
Language Arts, Science, Social, Arts Ed	Science, Social, Health, Math	Science, Math, Social Arts Ed	Social, Health/PE, Science, Math	Science, Social, Math	Science, Social, Math
Apprenticeship and Trade Certification Commission, Trade Boards, Colleges, SIAST, Universities					